

Course: Therapeutic Instructional Support-7900010

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BASIC INFORMATION

Course Title:	Therapeutic Instructional Support
Course Number:	7900010
Course Abbreviated Title:	THRP INSTR SPT
Course Path:	Section: Exceptional Student Education Grade Group: Senior High and Adult Subject: Non-Credit
Status:	State Board Approved
Version Description:	<p>A. Major Concepts/Content. The purpose of this course is to provide instructional support for students with disabilities who require counseling and mental health treatment in either individual or small group settings in order to achieve the Annual Goals and Short-Term Objectives or Benchmarks specified in the student's Individual Educational Plan (IEP).</p> <p>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:</p> <p>CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.</p> <p>CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.</p> <p>CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.</p>

Course: Reading: 9-12- 7910100

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3582.aspx>

BASIC INFORMATION

Course Title:	Reading: 9-12
Course Number:	7910100
Course Abbreviated Title:	READ: 9-12
Course Path:	Section: Exceptional Student Education Grade Group: Senior High and Adult Subject: Academics - Subject Areas
Status:	State Board Approved
Version Description:	<p>A. Major Concepts/Content. The purpose of this course is to provide instruction in reading concepts and skills to enable students with disabilities to function at their highest levels and prepare to participate effectively in postschool adult living and the world of work.</p> <p>The content should include, but not be limited to, the following, instruction in:</p> <ul style="list-style-type: none">- vocabulary- word attack skills- comprehension skills- literature- study skills- reading in the workplace- reading as a leisure activity <p>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:</p>

	<p>CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.</p>
<p>General Notes:</p>	<p>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.</p> <p>This course is primarily designed for students functioning at independent levels, who are capable of working and living independently and may need occasional assistance. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.</p> <p>This course may also be used to accommodate the range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired postschool outcomes for adult living and employment specified in the Transition Individual Educational Plan.</p> <p>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.</p>
<p>Verion Requirements:</p>	<p>C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the State Standards for Special Diploma.</p> <p>After successfully completing this course, the student will:</p> <p>1. Use word attack skills for decoding and word recognition (e.g., phonics, semantic context clues, structural analysis).</p>

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

CL.B.1.In.1 identify and locate oral, print, or visual information for specified purposes.

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

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

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

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

4. Identify author's purpose or point of view in written material.

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

5. Determine whether information presented in a text is accurate, valid, or reliable.

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

6. Demonstrate understanding of key elements in literature, (e.g., plot, characters, setting, point of view, tone).

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

7. Select and apply study skills (e.g., notetaking; using mnemonics, associations, and imagery; conducting research; organizing information; test-taking).

CL.B.1.In.1 identify and locate oral, print, or visual information for specified purposes.

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

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

CL.B.2.In.1 prepare oral, written, or visual information for expression or presentation.

CL.B.2.In.2 express oral, written, or visual information for specified purposes.

CL.C.2.In.1 plan and implement personal work assignments.

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

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

9. Use functional reading skills required for independent living (e.g., newspapers, instruction manuals, catalogues).

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

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

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

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



	B. Special Note. None.
Version Requirements:	C. Course Requirements. After successfully completing this course, the student will: 1. Achieve the relevant Annual Goals and Short-Term Objectives or Benchmarks specified in the Individual Educational Plan.



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Course: English: 9-12- 7910110

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3583.aspx>

BASIC INFORMATION

Course Title:	English: 9-12
Course Number:	7910110
Course Abbreviated Title:	ENG: 9-12
Course Path:	Section: Exceptional Student Education Grade Group: Senior High and Adult Subject: Academics - Subject Areas
Number of Credits:	Multiple Credit (more than 1 credit)
Status:	State Board Approved
Version Description:	<p>A. Major Concepts/Content. The purpose of this course is to provide instruction in knowledge and skills of English to enable students with disabilities to function at their highest levels and prepare to participate effectively in postschool adult living and the world of work.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none">- reading comprehension and vocabulary- listening and speaking skills- writing- language usage- literature- study skills- reference skills- applications in daily life- applications in the workplace <p>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</p>

	<p>student and to the content and processes of the subject matter. Students with disabilities shall:</p> <p>CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.</p> <p>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.</p> <p>This course is primarily designed for students functioning at independent levels, who are capable of working and living independently and may need occasional assistance. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.</p> <p>This course may also be used to accommodate the range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired postschool outcomes for adult living and employment specified in the Transition Individual Educational Plan.</p> <p>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.</p>
<p>Verion Requirements:</p>	<p>C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the State Standards for Special Diploma.</p>

After successfully completing this course, the student will:

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

CL.B.1.In.1 identify and locate oral, print, or visual information for specified purposes.

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

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

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

2. Use comprehension skills and strategies to increase understanding of information (e.g., reading for main idea and details, paraphrasing, self-questioning, using graphic and pictorial clues, rereading, following directions, repeating messages).

CL.B.1.In.1 identify and locate oral, print, or visual information for specified purposes.

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

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

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

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

3. Use communication skills to express information appropriately in conversations (e.g., use of volume, stress, and pronunciation, use of eye contact and body language).

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

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

4. Use writing skills to organize and present information according to the specified purpose (e.g., lists, correspondence, notes, reports, forms).

Note: Electronic tools and software may be used if available.

CL.B.2.In.1 prepare oral, written, or visual information for expression or presentation.

CL.B.2.In.2 express oral, written, or visual information for specified purposes.

CL.B.2.Su.1 prepare oral, written, or visual information for expression—with guidance and support.

CL.B.2.Su.2 express oral, written, or visual information to accomplish functional tasks—with guidance and support.

5. Use writing skills to draft, revise, and edit written material according to conventions and mechanics of standard English.

Note: Electronic tools and software may be used if available.

CL.B.2.In.1 prepare oral, written, or visual information for expression or presentation.

CL.B.2.In.2 express oral, written, or visual information for specified purposes.

6. Demonstrate awareness of differences in language usage related to situations, tasks, and personal preferences (e.g., dialect, slang, jargon).

7. Demonstrate awareness of types and characteristics of mass media (e.g., television, radio, newspapers, magazines, Internet) and its impact on the public.

8. Select and use study and task management skills (e.g., completing assignments, organizing materials, time management, test-taking).

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

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

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

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

CL.C.2.In.1 plan and implement personal work assignments.

CL.C.2.In.2 use appropriate technology and equipment to complete

tasks in the workplace.

CL.C.2.Su.1 plan and implement personal work assignments—with guidance and support.

CL.C.2.Su.2 use appropriate technology and equipment to complete tasks in the workplace—with guidance and support.

9. Demonstrate skills required for communication in the workplace (e.g., technical manuals, work orders, reports, business forms, correspondence).

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

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

10. Use skills required for communication in daily activities (e.g., newspapers, schedules, menus, signs, shopping lists).

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

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

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

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



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Course: 7910111 Access English 1/2-

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BASIC INFORMATION

Course Title:	Access English 1/2
Course Number:	7910111
Course Abbreviated Title:	ACCESS ENGLISH 1/2
Course Path:	Section: Exceptional Student Education Grade Group: Senior High and Adult Subject: Academics - Subject Areas
Number of Credits:	Multiple Credit (more than 1 credit)
Course length:	Year (Y)
Status:	State Board Approved
General Notes:	<p>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 significant cognitive disabilities.</p> <p>Subject Relevance: The ultimate goal for all students is to interact productively and effectively with the world around them. This goal is no less important for students with significant cognitive disabilities.</p> <p>The ability to communicate effectively is the cornerstone of interacting in life's activities. Language Arts is the general academic subject area dealing with communication by developing comprehension and use of written and oral language.</p> <p>Reading is the ability to comprehend language by grasping the meaning of written or printed characters, words, or sentences. Reading involves a wide variety of print and non-print texts that help a reader gain an understanding of what is being read. All students should have the opportunity to access text for the purpose of gaining knowledge, acquiring information, sharing experiences, and personal fulfillment. While some students will learn to access literature through traditional reading</p>

(comprehending written text), others will gain access through shared or recorded literature, specially designed text, or the use of technology.

Writing is the recording of language in a visible or tactile format through the use of a set of signs or symbols. All students should have the opportunity to create permanent products for the purpose of sharing information, stories, and opinions. For students with significant cognitive disabilities this may range from traditional forms of text production (handwriting or typing) to using assistive technology to develop permanent narrative and informational products.

In Addition, all students must know how to access knowledge and information through a variety of media for a variety of purposes. For some students, access may look very traditional, such as using Internet resources or reading an instructional manual. For other students, access may mean communicating a topic and identifying the appropriate resource for another student to research (e.g., a science or social studies project) or selecting pictures that are “worth a thousand words” to tell a story or share an experience.

In any case, the ability to share knowledge, information, experiences, and adventures through the comprehension and use of written and oral language is vital to meaningful participation in life’s typical activities. In whatever form, the skills developed through the study of language arts provide the opportunity to access life.

Access Language Arts - English I/II

Major Concepts/Content: The content is intended to develop or expand the student’s understanding of:

- The reading process
- Literary analysis
- The writing process
- Writing applications
- Communication
- Information and media literacy

RELATED ACCESS POINTS: Independent(78) Supported(75) Participatory(46) Core Content Connector(0)

LA.910.1.5.1 :

The student will adjust reading rate based on purpose, text difficulty, form, and style.

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Fluency](#)

Access Points:

- [LA.910.1.5.In.a](#): Read text with accuracy.
- [LA.910.1.5.In.b](#): Adjust reading rate based on purpose (e.g. for pleasure, information, and task completion) and difficulty.
- [LA.910.1.5.Su.a](#): Read text with accuracy.
- [LA.910.1.5.Pa.a](#): Accurately and consistently identify pictures or symbols paired with words in stories and daily activities.
- [LA.910.1.5.Pa.b](#): Identify pictures or symbols paired with words to indicate the next step in a familiar school activity.

[LA.910.1.6.1](#) :

The student will use new vocabulary that is introduced and taught directly;

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Vocabulary Development](#)

Access Points:

- [LA.910.1.6.In.a](#): Use new vocabulary that is introduced and taught directly.
- [LA.910.1.6.Su.a](#): Use new vocabulary that is introduced and taught directly.
- [LA.910.1.6.Pa.a](#): Identify new vocabulary that is introduced and taught directly.

[LA.910.1.6.10](#) :

The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Vocabulary Development](#)

Access Points:

- [LA.910.1.6.In.j](#): Determine the meaning of unknown words using a dictionary and digital tools.
- [LA.910.1.6.Su.i](#): Determine the meaning of unknown words using a dictionary and digital tools.
- [LA.910.1.6.Pa.d](#): Select and respond to objects, pictures, or symbols paired with words in the context of familiar school activities.

[LA.910.1.6.11](#) :

The student will identify the meaning of words and phrases from other languages commonly used by writers of English (e.g., ad hoc, post facto, RSVP).

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Vocabulary Development](#)

Access Points:

- [LA.910.1.6.In.k](#): Identify common words and phrases from other languages.
- [LA.910.1.6.Su.a](#): Use new vocabulary that is introduced and taught directly.
- [LA.910.1.6.Pa.d](#): Select and respond to objects, pictures, or symbols paired with words in the context of familiar school activities.

<p>LA.910.1.6.2 :</p>	<p>The student will listen to, read, and discuss familiar and conceptually challenging text; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.910.1.6.In.b: Listen to, read, and discuss a variety of text. • LA.910.1.6.Su.b: Listen to, read, and discuss a variety of text. • LA.910.1.6.Pa.b: Listen and respond to stories and informational text.
<p>LA.910.1.6.3 :</p>	<p>The student will use context clues to determine meanings of unfamiliar words; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.910.1.6.In.c: Use context clues and graphics to determine meanings of unknown words. • LA.910.1.6.Su.c: Use context clues and graphics to determine meanings of unknown words. • LA.910.1.6.Pa.a: Identify new vocabulary that is introduced and taught directly.
<p>LA.910.1.6.4 :</p>	<p>The student will categorize key vocabulary and identify salient features; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.910.1.6.In.d: Categorize key vocabulary. • LA.910.1.6.Su.d: Categorize key vocabulary. • LA.910.1.6.Pa.c: Identify persons, objects, and actions by name or characteristic.
<p>LA.910.1.6.5 :</p>	<p>The student will relate new vocabulary to familiar words; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.910.1.6.In.e: Relate new vocabulary to familiar words. • LA.910.1.6.Su.e: Relate new vocabulary to familiar words. • LA.910.1.6.Pa.a: Identify new vocabulary that is introduced and taught directly.
<p>LA.910.1.6.6 :</p>	<p>The student will distinguish denotative and connotative meanings of words; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • LA.910.1.6.In.a: Use new vocabulary that is introduced and taught directly. • LA.910.1.6.Su.a: Use new vocabulary that is introduced and taught directly. • LA.910.1.6.Pa.a: Identify new vocabulary that is introduced and taught directly.
<p>LA.910.1.6.7 :</p>	<p>The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.910.1.6.In.g: Recognize and use prefixes, suffixes, and root words. • LA.910.1.6.Su.g: Recognize and use common prefixes (re- and un-) and suffixes (-er). • LA.910.1.6.Pa.a: Identify new vocabulary that is introduced and taught directly.
<p>LA.910.1.6.8 :</p>	<p>The student will identify advanced word/phrase relationships and their meanings; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.910.1.6.In.f: Use phonics skills to decode unknown words. • LA.910.1.6.Su.f: Use phonics skills to decode multisyllabic words. • LA.910.1.6.Pa.c: Identify persons, objects, and actions by name or characteristic.
<p>LA.910.1.6.9 :</p>	<p>The student will determine the correct meaning of words with multiple meanings in context; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.910.1.6.In.h: Identify word relationships (e.g. common analogies) and their meaning. • LA.910.1.6.Su.h: Determine the meaning of a word with multiple meanings (e.g. homographs) in text. • LA.910.1.6.Pa.a: Identify new vocabulary that is introduced and taught directly.
<p>LA.910.1.7.1 :</p>	<p>The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;</p>

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07
Belongs to: [Reading Comprehension](#)

Access Points:

- [LA.910.1.7.In.a](#): Use background knowledge of the subject, guided previewing strategies, graphic representations, and text features to make and confirm predictions of content and purpose of reading selections.
- [LA.910.1.7.Su.a](#): Use background knowledge of the subject and text features (e.g. title, illustrations, graphics, table of contents, headings, various text styles, simple charts and maps, glossary) to make and confirm predictions of content and reading selections.
- [LA.910.1.7.Pa.a](#): Identify persons, objects, settings, and events in read-aloud narrative and informational text.

[LA.910.1.7.2](#) :

The student will analyze the authors purpose and/or perspective in a variety of text and understand how they affect meaning;

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Reading Comprehension](#)

Access Points:

- [LA.910.1.7.In.b](#): Identify the author’s purpose (e.g. to inform, entertain, persuade) and point of view (e.g. first person) in text and use the information to construct meaning.
- [LA.910.1.7.Su.b](#): Identify the author’s purpose (e.g. inform, entertain, persuade) using key words, phrases, and graphics in a variety of reading selections.
- [LA.910.1.7.Pa.b](#): Make purposeful responses to pictures or symbols paired with words in school settings.

[LA.910.1.7.3](#) :

The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Reading Comprehension](#)

Access Points:

- [LA.910.1.7.In.c](#): Determine the main idea or essential message in text through retelling, guided summarizing, and identifying relevant details and facts.
- [LA.910.1.7.Su.c](#): Determine the main idea or essential message in text through guided retelling and identifying the topic and supporting details.
- [LA.910.1.7.Pa.c](#): Recognize details and what happened in read-aloud stories and informational text.

[LA.910.1.7.4](#) :

The student will identify cause-and-effect relationships in text;

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Course: 7921025 Access United States History -

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3642.aspx>

BASIC INFORMATION

Course Title:	Access United States History
Course Number:	7921025
Course Abbreviated Title:	ACCESS US HIST
Course Path:	Section: Exceptional Student Education Grade Group: Senior High and Adult Subject: Academics - Subject Areas
Number of Credits:	Multiple Credit (more than 1 credit)
Status:	State Board Approved
Version Description:	<p>Major Concepts/Content: The United States History curriculum consists of the following content area strands: American History, Geography, and Humanities. The content is intended to develop or expand the student's understanding of the:</p> <ul style="list-style-type: none">• Causes, course, and consequence of the Civil War and Reconstruction• Transformation of the American economic, social, and political conditions in response to the Industrial Revolution• The changing role of the United States in world affairs• Changing social, political, and economic conditions of the Roaring Twenties and the Great Depression Causes, course, and consequences of World War II International influence of the United States and the impact of contemporary social and political movements on American life• Maps and other geographic representations, tools, and technology• Physical and cultural characteristics of places• Characteristics, distribution, and migration of human populations• Historical, social, and cultural contexts of the arts • Influence of transportation, trade, communication, science, and technology on

	cultures
General Notes:	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>

RELATED ACCESS POINTS: Independent(91) Supported(91) Participatory(91) Core Content Connector(0)

<p><u>SS.912.A.1.1</u> :</p>	<p>Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: <u>Use research and inquiry skills to analyze American history using primary and secondary sources.</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.912.A.1.In.a</u>: Identify the importance of the use of authentic sources and critical review by historians to write about events. • <u>SS.912.A.1.Su.a</u>: Identify the importance of the use of authentic sources by historians to write about events. • <u>SS.912.A.1.Pa.a</u>: Recognize that historians write about events.
<p><u>SS.912.A.1.2</u> :</p>	<p>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: <u>Use research and inquiry skills to analyze American history using primary and secondary sources.</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.912.A.1.In.b</u>: Identify the author and purpose of significant historical documents using primary and secondary sources. • <u>SS.912.A.1.Su.b</u>: Identify the author and purpose of significant historical documents. • <u>SS.912.A.1.Pa.b</u>: Use appropriate sources to obtain information about history.
<p><u>SS.912.A.1.3</u> :</p>	<p>Utilize timelines to identify the time sequence of historical data.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: <u>Use research and inquiry skills to analyze American history using primary and secondary sources.</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.912.A.1.In.c</u>: Use a timeline to identify the sequence of historical data. • <u>SS.912.A.1.Su.c</u>: Use a timeline to identify a historical event. • <u>SS.912.A.1.Pa.c</u>: Use a timeline to recognize an event that

Course: Fundamental Economics- 7921040

Direct link to this page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4861.aspx>

BASIC INFORMATION

Course Title:	Fundamental Economics
Course Number:	7921040
Course Abbreviated Title:	FUND ECONOMICS
Course Path:	Section: Exceptional Student Education Grade Group: Senior High and Adult Subject: Academic Subject Areas
Number of Credits:	Half credit (.5)
Course length:	Semester (S)
Status:	Draft - Board Approval Pending
General Notes:	<p>Graduation Requirements: <i>Fundamental courses are academic skill-building courses which support student's participation in general education classes by allowing them more time to build the necessary skills for success. Students with disabilities may earn elective credit towards a standard diploma upon successful completion of a fundamental course.</i></p> <p><i>A student for which the IEP Team has determined the general education curriculum with accommodations and supports is not appropriate but is ineligible to participate in access courses. These students may take fundamental courses to earn credit towards a special diploma, in accordance with the district's student progression plan. These courses are appropriate for these students as general education courses may not be modified for this purpose.</i></p> <p>Economics - The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the m</p>

Course: Leisure/Recreation Skills for Improvement of Quality of Life- 7962030

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3603.aspx>

BASIC INFORMATION

Course Title:	Leisure/Recreation Skills for Improvement of Quality of Life
Course Number:	7962030
Course Abbreviated Title:	LEIS REC IMPR SKLS
Course Path:	Section: Exceptional Student Education Grade Group: Senior High and Adult Subject: Participatory Level: 9-12
Number of Credits:	Multiple Credit (more than 1 credit)
Status:	State Board Approved
Version Description:	<p>A. Major Concepts/Content. The purpose of this course is to enable students with disabilities to function at their highest levels and participate in appropriate leisure and recreational activities based upon individual capabilities and acceptability.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> - use of recreational equipment - use of leisure time - interpersonal relationships <p>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:</p> <p>CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual</p>

Course: Skills for Students who are Motor and Other Health Impaired- 7963030

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3605.aspx>

BASIC INFORMATION

Course Title:	Skills for Students who are Motor and Other Health Impaired
Course Number:	7963030
Course Abbreviated Title:	SKLS STUS MO HE IMP
Course Path:	Section: Exceptional Student Education Grade Group: Senior High and Adult Subject: Special Skills Courses
Number of Credits:	Multiple Credit (more than 1 credit)
Status:	State Board Approved
Version Description:	<p>A. Major Concepts/Content. The purpose of this course is to provide instruction for students who have physically disabling conditions or other health impairments that substantially limit one or more major life activities and require adaptation of the school environment or curriculum in order to benefit from an educational program.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none">- independent functioning in home, school, and community- communication- social participation- employment and postschool adult living- use of adaptive equipment and assistance <p>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:</p>

Course: Skills for Students who are Deaf or Hard of Hearing- 7963040

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3606.aspx>

BASIC INFORMATION

Course Title:	Skills for Students who are Deaf or Hard of Hearing
Course Number:	7963040
Course Abbreviated Title:	SKLS STU DF HARDHEAR
Course Path:	Section: Exceptional Student Education Grade Group: Senior High and Adult Subject: Special Skills Courses
Number of Credits:	Multiple Credit (more than 1 credit)
Status:	State Board Approved
Version Description:	<p>A. Major Concepts/Content. The purpose of this course is to enhance the acquisition, comprehension, and use of language for students who are deaf or hard of hearing.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none">- communication- hearing aids and assistive devices- community resources and services- hearing loss- deaf culture and heritage- interpreters and notetakers <p>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:</p>

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.

Students with hearing impairments who are pursuing a standard diploma may take this course for elective credit. This course is also designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark for course requirement should be selected for individual students based on their levels of functioning and their desired postschool outcomes for adult living and employment specified in the Transition Individual Educational Plan.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems. Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

Verion

C. Course Requirements. These requirements include, but are not

Requirements:

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

After successfully completing this course, the student will:

1. Demonstrate understanding of a variety of language functions.

CL.B.1.In.1 identify and locate oral, print, or visual information for specified purposes.

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

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

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

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

CL.B.1.Pa.1 participate in recognition and use of information when engaged in daily activities—with assistance.

CL.B.2.In.1 prepare oral, written, or visual information for expression or presentation.

CL.B.2.In.2 express oral, written, or visual information for specified purposes.

CL.B.2.Su.1 prepare oral, written, or visual information for expression—with guidance and support.

CL.B.2.Su.2 express oral, written, or visual information to accomplish functional tasks—with guidance and support.

CL.B.2.Pa.1 participate in expressing information in daily routines—with assistance.

2. Use appropriate means of communication (e.g., speaking, listening, finger-spelling, signing, gestures, cueing, writing).

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.

3. Use and maintain hearing aids as prescribed.

4. Demonstrate understanding of value of assistive devices (e.g., TTY, flashing alarm devices, captioned media) and of consumer information regarding their purchase.

5. Demonstrate knowledge of own Individual Educational Plan, including participation in the team meeting, if appropriate.

6. Demonstrate knowledge of community resources 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—with guidance and support.

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

7. Demonstrate understanding of concepts and vocabulary regarding career, political, and personal rights and responsibilities.

CL.C.1.In.2 identify individual rights and responsibilities in the workplace.

CL.C.1.Su.2 recognize individual rights and responsibilities in the workplace—with guidance and support.

8. Use alternative modes of communication with persons who are hearing, deaf, or hard of hearing.

9. Demonstrate knowledge of causes of hearing loss and the effects physically, socially, and emotionally to the student.

10. Demonstrate understanding of deaf culture and heritage.

11. Use interpreters and notetakers effectively.

12. Demonstrate knowledge and use of study skills (e.g., time management, research, organization, test-taking).

CL.B.1.In.1 identify and locate oral, print, or visual information for specified purposes.

CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.
CL.B.1.In.3 organize and retrieve oral, print, or visual information for specified purposes.
CL.B.2.In.1 prepare oral, written, or visual information for expression or presentation.
CL.B.2.In.2 express oral, written, or visual information for specified purposes.
CL.B.3.In.1 identify mathematical concepts and processes to solve problems.
CL.B.3.In.2 apply mathematical concepts and processes to solve problems.
CL.B.4.In.1 identify problems and examine alternative solutions.
CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.

13. Demonstrate understanding of responsible practices regarding personal behavior and interactions with others.

SE.A.2.In.1 interact acceptably with others within the course of social, vocational, and community living.
SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.
SE.A.2.Pa.1 engage in routine patterns of interaction with others when participating in daily activities—with assistance.



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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.

Students with disabilities who are pursuing a standard diploma may take this course for elective credit. 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 postschool outcomes for adult living and employment specified in the Transition Individual Educational Plan.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems. This course may be used with students who require the assistance of communication systems including signing, communication boards, or other adaptive equipment. Performance standards should be modified as appropriate.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and

	<p>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. Activities may require specially adapted furniture and other special equipment as indicated in the Individual Educational Plan.</p>
<p>Verion Requirements:</p>	<p>C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the State Standards for Special Diploma.</p> <p>After successfully completing this course, the student will:</p> <p>1. Demonstrate knowledge and skills needed to function independently in the classroom, home, and community within the limitations of physical ability.</p> <p>IF.A.1.In.1 complete productive and leisure activities used in the home and community.</p> <p>IF.A.1.In.2 complete personal care, health, and fitness activities.</p> <p>IF.A.1.Su.1 complete productive and leisure activities used in the home and community—with guidance and support.</p> <p>IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.</p> <p>IF.A.1.Pa.1 participate in routines of productive and leisure activities used in the home and community—with assistance.</p> <p>IF.A.1.Pa.2 participate in personal care, health, and safety routines—with assistance.</p> <p>IF.A.2.In.1 select and use community resources and services for specified purposes.</p> <p>IF.A.2.In.2 demonstrate safe travel within and beyond the community.</p> <p>IF.A.2.Su.1 use community resources and services—with guidance and support.</p> <p>IF.A.2.Su.2 demonstrate safe travel within and beyond the community—with guidance and support.</p> <p>IF.A.2.Pa.1 participate in activities involving the use of community resources and services—with assistance.</p> <p>IF.A.2.Pa.2 participate in reaching desired locations safely within</p>

familiar environments—with assistance.

2. Demonstrate knowledge and skills needed for use of expressive communication to the highest level possible within the limitations of physical ability.

CL.B.2.In.1 prepare oral, written, or visual information for expression or presentation.

CL.B.2.In.2 express oral, written, or visual information for specified purposes.

CL.B.2.Su.1 prepare oral, written, or visual information for expression—with guidance and support.

CL.B.2.Su.2 express oral, written, or visual information to accomplish functional tasks—with guidance and support.

CL.B.2.Pa.1 participate in expressing information in daily routines—with assistance.

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.

3. Demonstrate interactive skills needed to participate in home, school, and community activities within the limitations of physical ability.

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.

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.

4. Establish realistic employment and postschool adult living goals based on assessment of physical limitations.

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.

5. Demonstrate knowledge and skills needed to use adaptive equipment, devices, or assistance from others to overcome deficits in skills in fine and gross motor functioning as they relate to daily living.

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



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Course: Preparation for Adult Living- 7963010

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3382.aspx>

BASIC INFORMATION

Course Title:	Preparation for Adult Living
Course Number:	7963010
Course Abbreviated Title:	PREP AD LIV
Course Path:	Section: Exceptional Student Education Grade Group: Senior High and Adult Subject: Special Skills Courses
Number of Credits:	Multiple Credit (more than 1 credit)
Course length:	Year (Y)
Status:	State Board Approved
Version Description:	<p>Purpose The purpose of this course is to enable students with disabilities to gain the knowledge and skills needed for postschool adult living.</p> <p>Course Requirements <i>Adult Living Arrangements</i></p> <ol style="list-style-type: none">1. Describe requirements and responsibilities associated with the acquisition of adult living arrangements, such as rent, contracts, insurance, utilities, and household goods.2. Describe options and resources available for independent or supported living in the community.3. Exhibit the knowledge and skills needed for basic housekeeping and household maintenance and repair. <p><i>Financial Management</i></p> <ol style="list-style-type: none">4. Apply knowledge and skills involved in personal financial management, such as budgeting, banking, using credit/debit cards,

obtaining insurance, and paying taxes using technology and other forms of assistance.

Citizenship and Community Involvement

5. Identify and select events in the community based on personal interests and preferences.

6. Plan and participate in a variety of recreation and leisure activities that align with personal interests and abilities and are based on available opportunities and funds.

7. Explain how to access community agencies and resources, such as Social Security Administration, health department, disability-specific resources, and other support services, to obtain benefits and services.

8. Fulfill legal and civic responsibilities, such as understanding the roles of federal, state, and local government; obtaining photo identification; registering to vote; registering for Selective Service; obeying local laws; and participating in optional volunteer services.

9. Demonstrate knowledge of and ability to travel in the community, including use of available means of transportation and local resources.

Self-Determination and Self-Advocacy

10. Apply knowledge and skills of self-advocacy and self-determination in situations associated with adult life across school, community, home, and employment settings.

11. Use a systematic process to solve problems associated with adult life in situations across school, community, home, and employment settings.

Personal and Social Competencies

12. Apply appropriate communication skills and etiquette when using phone, mail, e-mail, or social networking and other methods of interaction.

13. Demonstrate personal and social competencies necessary for successful interpersonal relationships in a variety of situations.

14. Model techniques to avoid potential negative influences of others, such as peer pressure, bullying, or coercion.

Personal Health and Safety

15. Use knowledge and skills to maintain and enhance health and personal care, including hygiene, appearance, nutrition, personal fitness, and disease prevention.

16. Use knowledge and skills to maintain and enhance personal

	<p>safety, such as first aid and prevention of abuse.</p> <p>17. Describe considerations and available resources when seeking medical care for self and family.</p> <p><i>Personal and Career Planning</i></p> <p>18. Review and revise personal goals related to adult living, including measurable postsecondary goals on own individual educational plan.</p> <p>19. Explain options for postsecondary education/training programs—such as degree or certificate programs, continuing education, adult education, and on-the-job training—including program offerings, admission requirements, and disability resources.</p> <p>20. Create a plan that reflects personal career options.</p> <p>21. Apply job-seeking skills and use a variety of resources to find employment.</p> <p>22. Explain the meaning and implications of age of majority status.</p>
<p>General Notes:</p>	<p>This course is designed for students with disabilities who have not graduated with a standard diploma and are 18–22 years old and need transition services in the area of adult living.</p> <p>Instructional activities involving practical applications of course requirements may occur in home, school, community, and employment settings for the purposes of training, practice, and validation of skills. These applications may require that the student use related technology, tools, and equipment.</p> <p>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.</p> <p>This course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be modified based on individual needs.</p>



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student.

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

This course is primarily designed for students functioning at participatory levels, who are generally capable of participating in major life activities and require extensive support systems. The potential for mastery of the course requirements will vary according to the student's capabilities. 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 postschool outcomes for adult living and employment specified in the Transition Individual Educational Plan.

The phrase "consistent with own capabilities," used in requirements and standards, indicates that mastery should be determined with consideration of the individual physical and mental limitations of the 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. Activities may require various opportunities for use of leisure skills throughout all environments (e.g., Special Olympics, movie theaters, malls, parks, campgrounds, etc.). Activities may also require specially adapted furniture and other special equipment as indicated in the Individual Educational Plan.

**Verion
Requirements:**

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

After successfully completing this course, the student will:

1. Relate appropriately to objects and events, consistent with own capabilities (e.g., reaching; grasping; using switches, levers, and on/off buttons).

CL.B.1.Pa.1 participate in recognition and use of information when engaged in daily activities—with assistance.

2. Demonstrate appropriate interpersonal relationships during leisure time and recreational activities, consistent with own capabilities.

SE.A.1.Pa.1 participate effectively in group situations—with assistance.

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

3. Communicate interest in participating in leisure and recreational activities, consistent with own capabilities.

CL.C.1.Pa.1 show willingness or interest in participating in work or community activities—with assistance.

4. Participate in efforts to select appropriate leisure and recreational activities in a structured environment at levels consistent with own capabilities.

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

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

5. Participate in efforts to solve problems encountered in routine leisure and recreational activities at levels consistent with own capabilities (e.g., tolerate relocation, alert others, have others start

game).

CL.B.4.Pa.1 participate in problem solving efforts in daily routines—with assistance.

6. Participate in a range of appropriate leisure and recreational activities in a variety of settings within the school, the home, and the community in a manner consistent with own interests and capabilities.

CL.C.2.Pa.1 participate in work or community activities—with assistance.

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

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

7. Interact with a typical range of persons when participating in leisure activities, consistent with own capabilities.

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

8. Manage own behavior in unstructured settings at levels consistent with own capabilities.

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.

9. Meet social and functional expectations for appearance and behavior during participation in leisure and recreational activities at levels consistent with own capabilities.

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



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Course: Developmental-Functional Motor and Sensory Skills- 7962040

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3604.aspx>

BASIC INFORMATION

Course Title:	Developmental-Functional Motor and Sensory Skills
Course Number:	7962040
Course Abbreviated Title:	DEV FNG MOTOR SKLS
Course Path:	Section: Exceptional Student Education Grade Group: Senior High and Adult Subject: Participatory Level: 9-12
Number of Credits:	Multiple Credit (more than 1 credit)
Status:	State Board Approved
Version Description:	<p>A. Major Concepts/Content. The purpose of this course is to enable students with disabilities to function at their highest levels and improve motor and sensory skills through interaction with environmental stimuli.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none">- functional behaviors- recognition of objects- use of objects- spatial relationships <p>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:</p> <p>CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine</p>

	<p>State Standards with assistance as appropriate for the individual student.</p> <p>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.</p> <p>This course is primarily designed for students functioning at participatory levels, who are generally capable of participating in major life activities and require extensive support systems. The potential for mastery of the course requirements will vary according to the student's capabilities. 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.</p> <p>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 postschool outcomes for adult living and employment specified in the Transition Individual Educational Plan.</p> <p>The phrase "consistent with own capabilities," used in requirements and standards, indicates that mastery should be determined with consideration of the individual physical and mental limitations of the student.</p> <p>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. Activities may require specially adapted furniture and other special equipment as indicated in the Individual Educational Plan.</p>
<p>Verion Requirements:</p>	<p>C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the State Standards for Special</p>

Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Demonstrate functional behaviors at levels consistent with own capabilities.

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.

2. Recognize and relate to familiar objects in ways consistent with own capabilities.

CL.B.1.Pa.1 participate in recognition and use of information when engaged in daily activities—with assistance.

3. Use objects to produce a desired effect consistent with own capabilities.

CL.B.2.Pa.1 participate in expressing information in daily routines—with assistance.

4. Use objects to perform functional tasks at levels consistent with own capabilities.

CL.C.2.Pa.1 participate in work or community activities—with assistance.

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.

5. Participate in problem solving efforts involving functional tasks in ways consistent with own capabilities.

CL.B.4.Pa.1 participate in problem solving efforts in daily routines—with assistance.

6. Demonstrate knowledge of spatial relationships involved in the functional use of objects, consistent with own capabilities (e.g., returning object to correct storage area, placing an object in correct position for use).

CL.B.3.Pa.1 participate in activities involving the use of mathematical concepts in daily routines—with assistance.

CL.B.4.Pa.1 participate in problem solving efforts in daily routines—with assistance.



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Course: Personal and Home Skills for Functional Living- 7961030

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3598.aspx>

BASIC INFORMATION

Course Title:	Personal and Home Skills for Functional Living
Course Number:	7961030
Course Abbreviated Title:	PERS HME SKL FNG LIV
Course Path:	Section: Exceptional Student Education Grade Group: Senior High and Adult Subject: Supported Level: 9-12
Number of Credits:	Multiple Credit (more than 1 credit)
Status:	State Board Approved
Version Description:	<p>A. Major Concepts/Content. The purpose of this course is to provide instruction in personal and home skills to enable students with disabilities to function at their highest levels and participate effectively at home and in the community. Emphasis will be placed on the practical application of personal and home skills as they relate to daily tasks of personal life.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none">- personal care, including hygiene and grooming- living arrangements- household maintenance- health and safety- interpersonal relationships- nutrition- community resources <p>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</p>

Course: Leisure and Recreation Skills for Functional Living- 7961040

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3599.aspx>

BASIC INFORMATION

Course Title:	Leisure and Recreation Skills for Functional Living
Course Number:	7961040
Course Abbreviated Title:	LEIS REC SKL FNG LIV
Course Path:	Section: Exceptional Student Education Grade Group: Senior High and Adult Subject: Supported Level: 9-12
Number of Credits:	Multiple Credit (more than 1 credit)
Status:	State Board Approved
Version Description:	<p>A. Major Concepts/Content. The purpose of this course is to provide instruction in leisure and recreation skills to enable students with disabilities to function at their highest levels and participate effectively at home and in the community.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none">- selection of appropriate activities- social and behavioral expectations- maintenance of equipment and materials- interpersonal relationships- community resources <p>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:</p>

	<p>CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.</p> <p>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.</p> <p>This course is primarily designed for students functioning at supported levels, who 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.</p> <p>This course may also be used to accommodate the range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired postschool outcomes for adult living and employment specified in the Transition Individual Educational Plan.</p> <p>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.</p>
<p>Verion Requirements:</p>	<p>C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the State Standards for Special Diploma.</p> <p>After successfully completing this course, the student will:</p>

1. Demonstrate awareness of appropriate leisure and recreation activities based on age and interests.

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

2. Demonstrate awareness of community resources related to leisure and recreation activities.

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

3. Demonstrate interpersonal communication skills necessary for leisure and recreation activities.

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

4. Demonstrate awareness of responsible behavior and appropriate attire relating to leisure and recreation activities.

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.Su.1 cooperate in group situations—with guidance and support.

SE.A.1.Su.2 function effectively within formal organizations—with guidance and support.

5. Travel safely within and beyond the community to engage in leisure and recreation activities.

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

6. Respond effectively to unexpected events and potentially harmful situations in leisure and recreation activities. IF.B.2.Su.3 respond effectively to unexpected events and potentially harmful situations—with guidance and support.

7. Use appropriate recreational activities to maintain good health and physical fitness.

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

8. Demonstrate skills and knowledge for selected leisure and recreation activities involving sports and games.

9. Demonstrate skills and knowledge for selected leisure and recreation activities involving hobbies and crafts.

10. Demonstrate skills and knowledge for selected leisure and recreation activities involving nature and outdoors.

11. Demonstrate skills and knowledge for selected leisure and recreation activities involving arts and entertainment.

12. Demonstrate skills needed to maintain leisure and recreation equipment and material safely.

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



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Course: Community and Social Skills for Functional Living- 7961050

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3600.aspx>

BASIC INFORMATION

Course Title:	Community and Social Skills for Functional Living
Course Number:	7961050
Course Abbreviated Title:	COMMU SOC SKL
Course Path:	Section: Exceptional Student Education Grade Group: Senior High and Adult Subject: Supported Level: 9-12
Number of Credits:	Multiple Credit (more than 1 credit)
Status:	State Board Approved
Version Description:	<p>A. Major Concepts/Content. The purpose of this course is to provide instruction in skills for community participation and social interaction to enable students with disabilities to function at their highest levels and participate effectively at home, in the community, and in the workplace.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none">- social skills- social and behavioral expectations- interpersonal relationships- use of community resources- safety- travel and mobility <p>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.</p>

Course: Cognitive and Linguistic Skills-7962010

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3601.aspx>

BASIC INFORMATION

Course Title:	Cognitive and Linguistic Skills
Course Number:	7962010
Course Abbreviated Title:	COGN LING SKLS
Course Path:	Section: Exceptional Student Education Grade Group: Senior High and Adult Subject: Participatory Level: 9-12
Number of Credits:	Multiple Credit (more than 1 credit)
Status:	State Board Approved
Version Description:	<p>A. Major Concepts/Content. The purpose of this course is to enable students with disabilities to function at their highest levels and develop the ability to transmit or receive information, thoughts, or feelings through a communication system.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none">- response to auditory stimulation- use of communication modes: oral, gestural, or sign language- use of assistive technology systems and devices, especially those designed for augmentative communication and environmental motor control <p>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:</p> <p>CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine</p>

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 primarily designed for students functioning at participatory levels, who are generally capable of participating in major life activities and require extensive support systems. The potential for mastery of the course requirements will vary according to the student's capabilities. 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 postschool outcomes for adult living and employment specified in the Transition Individual Educational Plan.

The phrase "consistent with own capabilities," used in requirements and standards, indicates that mastery should be determined with consideration of the individual physical and mental limitations of the student.

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

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. Activities may require

	<p>specially adapted furniture and other special equipment as indicated in the Individual Educational Plan.</p>
<p>Verion Requirements:</p>	<p>C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the State Standards for Special Diploma.</p> <p>After successfully completing this course, the student will:</p> <p>1. Respond to environmental stimuli through observable behavior, consistent with own capabilities.</p> <p>CL.B.1.Pa.1 participate in recognition and use of information when engaged in daily activities—with assistance.</p> <p>2. Respond in a consistent manner to environmental stimuli, consistent with own capabilities.</p> <p>CL.B.1.Pa.1 participate in recognition and use of information when engaged in daily activities—with assistance. 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.</p> <p>3. Imitate verbal and nonverbal behaviors, consistent with own capabilities.</p> <p>CL.B.1.Pa.1 participate in recognition and use of information when engaged in daily activities—with assistance.</p> <p>4. Communicate wants and needs through communication mode(s), consistent with own capabilities.</p> <p>CL.B.2.Pa.1 participate in expressing information in daily routines—with assistance. IF.B.1.Pa.1 participate in expressing personal needs—with assistance.</p>

5. Use systems of communication to interact with others in various situations, consistent with own capabilities.

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

6. Interact with a range of persons including peers, family members, authority figures, and other adults as appropriate, consistent with own capabilities.

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

7. Initiate and respond to interactions with familiar persons, consistent with own capabilities.

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

8. Participate in efforts to solve problems encountered in routine activities at levels consistent with own capabilities (e.g., tolerate relocation, alert others, have others start game).



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	<p>Students with disabilities shall:</p> <p>CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.</p> <p>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.</p> <p>This course is primarily designed for students functioning at supported levels, who 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.</p> <p>This course may also be used to accommodate the range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired postschool outcomes for adult living and employment specified in the Transition Individual Educational Plan.</p> <p>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.</p>
<p>Verion Requirements:</p>	<p>C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the State Standards for Special Diploma.</p>

After successfully completing this course, the student will:

1. Interact with others appropriately in familiar group situations.

SE.A.1.Su.1 cooperate in group situations—with guidance and support.

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

2. Use appropriate behaviors when participating in organizations (e.g., workplace, clubs, churches, public or private organizations).

SE.A.1.Su.2 function effectively within formal organizations—with guidance and support.

3. Respond effectively to unexpected events and potentially harmful situations in community and social activities.

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

4. Demonstrate interpersonal communication skills necessary for community and social activities.

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

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

5. Demonstrate awareness of responsible behavior and appropriate attire relating to community and social activities.

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.

6. Demonstrate awareness of community resources relevant to personal needs (e.g., health care, personal services, stores, banks, entertainment, churches).

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

7. Demonstrate skills for completing transactions in the community (using telephone, requesting assistance, attending events).

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

8. Demonstrate consumer skills relevant to using community resources (e.g., making payments, determining costs).

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

9. Travel safely within and beyond the community.

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



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	<p>student and to the content and processes of the subject matter. Students with disabilities shall:</p> <p>CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.</p> <p>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.</p> <p>This course is primarily designed for students functioning at supported levels, who 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.</p> <p>This course may also be used to accommodate the range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired postschool outcomes for adult living and employment specified in the Transition Individual Educational Plan.</p> <p>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.</p>
<p>Verion Requirements:</p>	<p>C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the State Standards for Special Diploma.</p>

After successfully completing this course, the student will:

1. Use knowledge and skills for personal care, including hygiene and grooming. IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.

2. Use appropriate practices to maintain good health and physical fitness. IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.

3. Demonstrate awareness of requirements for living arrangements for postschool adult living.

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

4. Initiate and carry out steps of household maintenance and domestic activities appropriately and safely (e.g., care of clothing, furniture, and personal goods; care of yard).

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

5. Demonstrate knowledge of effective ways to respond 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.

6. Demonstrate interpersonal communication skills necessary for home 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.

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

7. Demonstrate awareness of responsible behavior in interpersonal relationships and families.

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

8. Demonstrate awareness of nutritional values of food and their relationship to health (e.g., diets, eating habits) relevant to personal needs.

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

9. Demonstrate skills for food preparation and handling.

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

10. Demonstrate skills for completing transactions in the community (using telephone, requesting assistance, making payments, attending events).

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

11. Demonstrate awareness of community resources relevant to personal needs (e.g., health care, personal services, stores, banks, entertainment, churches).

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

12. Travel safely within and beyond the community.

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



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economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methods, financial and investment markets, and the business cycle.

Mathematics Benchmark Guidance – Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

Special Notes: Instructional Strategies

1. Utilize UDL strategies when planning lessons for all students.
2. Ensure that students have accessible instructional materials.
3. Ensure that students read from text that varies in length and complexity.
4. Provide graphic organizers and instruct students on how to use them properly to support their understanding of concepts.
5. Use rubrics for assignments that clearly outline expectations for students.
6. Make close reading and rereading of texts central to lessons and provide guided practice with immediate feedback in how to do this.
7. Provide multiple opportunities to practice new vocabulary.
8. Provide explicit instruction in how students can locate evidence from text to support their answers.
9. Provide extensive research and writing opportunities (claims and evidence) based on student interest.
10. Provide students with outlines that assist them in note taking during teacher-led instruction.
11. Teach students to utilize appropriate graphic organizers or organize thoughts when planning writing assignments.

Additional content that may be contained in the NAEP Grade 12 United States History assessment includes material from all time periods on the following topics:

- Change and Continuity in American Democracy: Ideas, Institutions, Events, Key Figures, and Controversies
- The Gathering and Interactions of Peoples, Cultures, and Ideas
- Economic and Technological Changes and Their Relationship to Society, Ideas, and the Environment
- The Changing Role of America in the World

The NAEP frameworks for United States History may be accessed at

<http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/historyframe>

Course: Transition Planning- 7960010

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3374.aspx>

BASIC INFORMATION

Course Title:	Transition Planning
Course Number:	7960010
Course Abbreviated Title:	TRAN PLAN
Course Path:	Section: Exceptional Student Education Grade Group: Senior High and Adult Subject: Academics - Subject Areas
Number of Credits:	Multiple Credit (more than 1 credit)
Course length:	Year (Y)
Status:	State Board Approved
Version Description:	<p>Purpose The purpose of this course is to enable students with disabilities to develop knowledge and skills for transition planning and accessing services needed to engage in postsecondary education/training, employment, and independent living.</p> <p>Course Requirements <i>Self-Determination and Self-Advocacy</i></p> <ol style="list-style-type: none">1. Apply knowledge and skills reflecting self-advocacy and self-determination in transition planning.2. Demonstrate skills for effective participation in own individual educational plan meeting for transition planning.3. Use effective communication skills in school, home, community, and employment settings.4. Demonstrate personal qualities, such as dependability, punctuality, responsibility, and personal grooming, that meet

demands of school, home, community, and employment settings.

Personal and Career Planning

5. Use a planning process to establish and revise personal goals related to postsecondary adult living.
6. Use tools and resources for career planning, such as aptitude surveys and inventories, counseling, and computer-based programs—Electronic Personal Education Planner (ePEP) and CHOICES—to evaluate own interests and abilities for career and postsecondary education/training opportunities.
7. Describe a range of career options in various career clusters.
8. Identify a progression of jobs in a career path beginning with entry-level jobs that match career goals.
9. Evaluate available employment opportunities that match career goals.

Legal Issues

10. Demonstrate understanding of the meaning and personal implications of the age of majority status.
11. Describe the rights and responsibilities of individuals with disabilities as applied to postsecondary education/training, employment, and independent living.
12. Identify differences between rights and responsibilities afforded to students with disabilities in high school programs and adults with disabilities in postsecondary education/training and employment settings, such as self-disclosure, accommodations, and information about the grievance and appeal process.

Workplace Competencies

13. Demonstrate personal and social competencies necessary for employment situations.
14. Demonstrate understanding of job responsibilities in preferred careers.

Postsecondary Education/Training

15. Explain the differences among options for high school diplomas for students with disabilities and how they relate to

	<p>requirements for postsecondary education/training and preferred career outcomes.</p> <p>16. Describe postsecondary education/training programs that are recommended or required as preparation for preferred careers.</p> <p>17. Describe a range of options for postsecondary education/training, including program offerings, admission requirements, financial aid, housing options, and disability resources.</p> <p><i>Citizenship and Community Involvement</i></p> <p>18. Describe elements and examples of community involvement and participation as a citizen.</p> <p>19. Identify benefits and services available from community agencies and resources, such as Social Security Administration, health department, disability-specific resources, and other support services.</p> <p><i>Independent Living</i></p> <p>20. Describe options and resources available in the community for adult living.</p> <p>21. Compare characteristics, costs, and amenities in various adult living arrangements based on individual preferences and means.</p> <p>22. Determine requirements, costs, and opportunities for recreation and leisure activities.</p> <p>23. Select recreation and leisure activities that align with personal interests and abilities.</p>
<p>General Notes:</p>	<p>Notes</p> <p>Instructional activities involving practical applications of course requirements may occur in home, school, community, and employment settings for the purposes of training, practice, and validation of skills. These applications may require that the student use related technology, tools, and equipment.</p> <p>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</p>

be earned sequentially or simultaneously.



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Course: Communication Skills for Functional Living- 7961020

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3597.aspx>

BASIC INFORMATION

Course Title:	Communication Skills for Functional Living
Course Number:	7961020
Course Abbreviated Title:	COMM SKLS FNG LIV
Course Path:	Section: Exceptional Student Education Grade Group: Senior High and Adult Subject: Supported Level: 9-12
Number of Credits:	Multiple Credit (more than 1 credit)
Status:	State Board Approved
Version Description:	<p>A. Major Concepts/Content. The purpose of this course is to provide instruction in expressive and receptive communication concepts and skills to enable students with disabilities to function at their highest levels and participate effectively in the community. Emphasis will be placed on the practical application of communication skills as they relate to daily tasks of personal life and the workplace.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none">- response to auditory stimulation- use of oral language appropriate for various life situations- use of augmentative communication systems- interpretation of gestures, cues, and body language- use of communication in the context of daily living and the workplace <p>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</p>

	<p>student and to the content and processes of the subject matter. Students with disabilities shall:</p> <p>CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.</p> <p>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.</p> <p>This course is primarily designed for students functioning at supported levels, who 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.</p> <p>This course may also be used to accommodate the range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired postschool outcomes for adult living and employment specified in the Transition Individual Educational Plan.</p> <p>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.</p> <p>This course may be used with students who require the assistance of communication systems including signing, communication boards, or other adaptive equipment. Performance standards should be modified as appropriate.</p>
<p>Verion Requirements:</p>	<p>C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the State Standards for Special</p>

Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Demonstrate receptive language skills.

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.

2. Demonstrate expressive language skills.

CL.B.2.Su.1 prepare oral, written, or visual information for expression—with guidance and support.

CL.B.2.Su.2 express oral, written, or visual information to accomplish functional tasks—with guidance and support.

3. Demonstrate communication skills necessary for 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.

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

4. Demonstrate communication skills involving telephone use.

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

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

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

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



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Course: Academic Skills for Functional Living-7961010

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3593.aspx>

BASIC INFORMATION

Course Title:	Academic Skills for Functional Living
Course Number:	7961010
Course Abbreviated Title:	ACAD SKLS FNG LIV
Course Path:	Section: Exceptional Student Education Grade Group: Senior High and Adult Subject: Supported Level: 9-12
Number of Credits:	Multiple Credit (more than 1 credit)
Status:	State Board Approved
Version Description:	<p>A. Major Concepts/Content. The purpose of this course is to provide instruction in academic concepts and skills to enable students with disabilities to function at their highest levels and participate effectively in the community. Emphasis will be placed on the practical application of academic skills as they relate to daily living tasks of personal life and the workplace.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none">- communication skills- mathematical skills- problem solving <p>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:</p>

	<p>CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.</p> <p>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.</p> <p>This course is primarily designed for students functioning at supported levels, who 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.</p> <p>This course may also be used to accommodate the range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired postschool outcomes for adult living and employment specified in the Transition Individual Educational Plan.</p> <p>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.</p>
<p>Verion Requirements:</p>	<p>C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the State Standards for Special Diploma.</p> <p>After successfully completing this course, the student will:</p>

1. Demonstrate comprehension of verbal information.

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

2. Demonstrate expressive language skills.

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

3. Demonstrate functional reading skills necessary for daily living tasks of personal life and the workplace.

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.

4. Demonstrate functional writing skills necessary for daily living tasks of personal life and the workplace.

CL.B.2.Su.2 express oral, written, or visual information to accomplish functional tasks—with guidance and support.

CL.B.2.Su.1 prepare oral, written, or visual information for expression—with guidance and support.

5. Demonstrate functional number concepts and computation skills necessary for daily living tasks of personal life and the workplace.

CL.B.3.Su.1 identify mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

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

6. Use basic measurement concepts involving length, weight, and volume to solve problems related to daily living and the workplace.

CL.B.3.Su.1 identify mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

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

7. Use basic measurement concepts involving time, temperature,

and money to solve problems related to daily living and the workplace (e.g., schedules, consumer activity).

CL.B.3.Su.1 identify mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

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

8. Use systematic approaches to solve problems encountered in school, home, and community.

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.



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STANDARDS (15)

NEXT GENERATION SUNSHINE STATE STANDARDS

SS.912.E - Economics

Standard 1: Understand the fundamental concepts relevant to the development of a market economy.

Standard 2: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.

Standard 3: Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.

SS.912.G - Geography

Standard 2: Understand physical and cultural characteristics of places.

Standard 3: Understand the relationships between the Earth's ecosystems and the populations that dwell within them.

Standard 4: Understand the characteristics, distribution, and migration of human populations.

<u>LACC.910.RH.1.2:</u>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
<u>LACC.910.RH.1.3:</u>	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
<u>LACC.910.RH.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
<u>LACC.910.SL.1.1:</u>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none">Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from the texts and other research on the topic or issue to stimulate a thoughtful, well-organized exchange of ideas.Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.Propel conversations by posing and responding to questions that relate to current discussion to broader themes or larger ideas; actively incorporate relevant ideas into the discussion; and clarify, verify, or challenge ideas and conclusions.Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

<u>LACC.910.SL.1.2:</u>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<u>LACC.910.SL.1.3:</u>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LACC.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>LACC.910.WHST.1.2:</u>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings, graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<u>LACC.910.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LACC.910.WHST.2.5:</u>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<u>LACC.910.WHST.3.7:</u>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

<p><u>LACC.910.WHST.3.8:</u></p>	<p>Gather relevant information from multiple authoritative print and digital sources; conduct advanced searches effectively; assess the usefulness of each source in answering a research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>
<p><u>LACC.910.WHST.3.9:</u></p>	<p>Draw evidence from informational texts to support analysis, reflection, and research.</p>
<p><u>MACC.K12.MP.1.1:</u></p>	<p>Make sense of problems and persevere in solving them.</p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of a solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing angle on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p>
<p><u>MACC.K12.MP.5.1:</u></p>	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and the limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a web site, and use them to pose or solve problems. They are able to use technological tools to explore, analyze, and solve problems.</p>

explore and deepen their understanding of concepts.



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Course: Career Education: 9-12- 7921330

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BASIC INFORMATION

Course Title:	Career Education: 9-12
Course Number:	7921330
Course Abbreviated Title:	CAR ED: 9-12
Course Path:	Section: Exceptional Student Education Grade Group: Senior High and Adult Subject: Academics - Subject Areas
Number of Credits:	Multiple Credit (more than 1 credit)
Status:	State Board Approved
Version Description:	<p>A. Major Concepts/Content. The purpose of this course is to enable students with disabilities to apply the knowledge and skills needed to design and implement personal plans for achieving their desired postschool outcomes. The personal plans may address all critical transition service areas, including instruction, related services, community experiences, employment, postschool adult living, and, if needed, daily living skills and functional vocational evaluation.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none">- personal and career planning- information about careers- diploma options and postsecondary education- community involvement and participation- personal care- interpersonal relationships- communication- use of leisure time <p>This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School</p>

Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

B. Special Note. This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously. This course is designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired postschool outcomes for adult living and employment specified in the student's Transition Individual Educational Plan.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems. Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

**Verion
Requirements:**

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

After successfully completing this course, the student will:

1. Demonstrate knowledge of planning tools and resources for personal and career planning (e.g., aptitude surveys and inventories, counseling, community agencies, computer-based programs).

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

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

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

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

3. Demonstrate knowledge of career options.

CL.C.1.In.1 use knowledge of occupations and characteristics of the workplace in making career choices.

CL.C.1.Su.1 recognize expectations of occupations and characteristics of the workplace in making career choices—with guidance and support.

4. Demonstrate understanding of entry-level job responsibilities and social competencies necessary for successful employment.

CL.C.2.In.1 plan and implement personal work assignments.

CL.C.2.In.2 use appropriate technology and equipment to complete tasks in the workplace.

CL.C.2.In.3 display reliability and work ethic according to the standards of the workplace.

CL.C.2.In.4 follow procedures to ensure health and safety in the workplace.

CL.C.2.In.5 apply employability skills in the workplace.
CL.C.2.Su.1 plan and implement personal work assignments—with guidance and support.
CL.C.2.Su.2 use appropriate technology and equipment to complete tasks in the workplace—with guidance and support.
CL.C.2.Su.3 display reliability and work ethic according to the standards of the workplace—with guidance and support.
CL.C.2.Su.4 follow procedures to ensure health and safety in the workplace—with guidance and support.
CL.C.2.Su.5 apply employability skills in the workplace—with guidance and support.

5. Evaluate own interests and abilities as related to career and postsecondary educational opportunities.

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

6. Demonstrate knowledge of options for high school diploma and requirements for postschool training that relate to desired career and postschool outcomes.

7. Demonstrate knowledge of the role of self-advocacy in personal life and in the workplace.

CL.C.1.In.2 identify individual rights and responsibilities in the workplace.
CL.C.1.Su.2 recognize individual rights and responsibilities in the workplace—with guidance and support.

8. Demonstrate knowledge of own Individual Educational Plan, including participation in the team meeting, if appropriate.

9. Demonstrate effective strategies and problem-solving skills to be used when completing tasks at school, in the home, and in the community.

CL.B.4.In.1 identify problems and examine alternative solutions.
CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.

CL.B.4.Su.1 identify problems found in functional tasks—with guidance and support.
CL.B.4.Su.2 implement solutions to problems found in functional tasks—with guidance and support.
CL.B.4.Pa.1 participate in problem-solving efforts in daily routines—with assistance.
CL.C.2.In.1 plan and implement personal work assignments.
CL.C.2.Su.1 plan and implement personal work assignments—with guidance and support.

10. Demonstrate knowledge of contributing factors for positive self-esteem and personal feelings of efficacy.

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

11. Demonstrate personal care skills that meet demands of situations at school, in the home, in the workplace, and in the community.

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

12. Demonstrate knowledge of skills and concepts involved in personal money management (e.g., budgets, banking, salaries, credit, taxes).

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

13. Demonstrate safe travel skills within and beyond the community including using public or private transportation if appropriate.

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

community.

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

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

14. Demonstrate understanding of appropriate activities for recreation and leisure.

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

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

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

15. Demonstrate knowledge of the nature and importance of community involvement and participation for all citizens.

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

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

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

16. Demonstrate effective communication skills for use in school, home, workplace, and community settings.

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

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

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

17. Demonstrate personal and social skills, including working in groups and conflict resolution, necessary for success on the job and in the community.

SE.A.1.In.1 cooperate in a variety of group situations.

SE.A.1.In.2 assist in establishing and meeting group goals.

SE.A.1.In.3 function effectively within formal organizations.

	<p>SE.A.1.Su.1 cooperate in group situations—with guidance and support.</p> <p>SE.A.1.Su.2 function effectively within formal organizations—with guidance and support.</p> <p>SE.A.1.Pa.1 participate effectively in group situations—with assistance.</p> <p>SE.A.2.In.1 interact acceptably—with others within the course of social, vocational, and community living.</p> <p>SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.</p> <p>SE.A.2.Pa.1 engage in routine patterns of interaction with others when participating in daily activities—with assistance.</p>
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Course: Fundamental United States Government- 7921045

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BASIC INFORMATION

Course Title:	Fundamental United States Government
Course Number:	7921045
Course Abbreviated Title:	FUND US GOVERNMENT
Course Path:	Section: Exceptional Student Education Grade Group: Senior High and Adult Subject: Academics - Subject Areas
Number of Credits:	Half credit (.5)
Course length:	Semester (S)
Status:	Draft - Board Approval Pending
General Notes:	<p><i>Graduation Requirements:</i> Fundamental courses are academic skill-building courses which support a student's participation in general education classes by allowing them more time to build the necessary skills for success. Students with disabilities may earn elective credit towards a standard diploma for the successful completion of a fundamental course.</p> <p>A student for which the IEP Team has determined the general education curriculum with accommodations and supports is not appropriate but is ineligible to participate in access courses may take fundamental courses to earn credit towards a special diploma, in accordance with the district's student progression plan. These courses are appropriate for these students as general education courses may not be modified for this purpose.</p> <p>United States Government - The grade 9-12 United States Government course consists of the following content area strands:</p>

Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process.

Mathematics Benchmark Guidance - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

Special Notes: Instructional Strategies

1. Utilize UDL strategies when planning lessons for all students.
2. Ensure that students have accessible instructional materials.
3. Ensure that students read from text that varies in length and complexity.
4. Provide graphic organizers and instruct students on how to use them properly to support understanding of concepts.
5. Use rubrics for assignments that clearly outline expectations for students.
6. Make close reading and rereading of texts central to lessons and provide guided practice and immediate feedback in how to do this.
7. Provide multiple opportunities to practice new vocabulary.
8. Provide explicit instruction in how students can locate evidence from text to support their answers.
9. Provide extensive research and writing opportunities (claims and evidence) based on student interest.
10. Provide students with outlines that assist them in note taking during teacher-led instruction.
11. Teach students to utilize appropriate graphic organizers or organize thoughts when planning for writing assignments.

Additional content that may be included in the Grade 12 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups

	<ul style="list-style-type: none"> • Nation-states • Interaction among nation-states • United States, major governmental, nongovernmental international organizations <p>The NAEP frameworks for Civics may be accessed at http://www.nagb.org/publications/frameworks/civicsframework.pdf</p>
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STANDARDS (15)

NEXT GENERATION SUNSHINE STATE STANDARDS

SS.912.C - Civics

Standard 1: Demonstrate an understanding of the origins and purposes of government, law, and the American political system.

Standard 2: Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.

Standard 3: Demonstrate an understanding of the principles, functions, and organization of government.

Standard 4: Demonstrate an understanding of contemporary issues in world affairs, and evaluate the role and impact of United States foreign policy.

SS.912.G - Geography

Standard 4: Understand the characteristics, distribution, and migration of human populations.

Standard 5: Understand how human actions can impact the environment.

LACC.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LACC.910.RH.1.3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
LACC.910.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
LACC.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

	<ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<u>LACC.910.SL.1.2:</u>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<u>LACC.910.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LACC.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>LACC.910.WHST.1.2:</u>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient

	<p>facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <ul style="list-style-type: none"> c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<p><u>LACC.910.WHST.2.4:</u></p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p><u>LACC.910.WHST.2.5:</u></p>	<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>
<p><u>LACC.910.WHST.3.7:</u></p>	<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
<p><u>LACC.910.WHST.3.8:</u></p>	<p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>
<p><u>LACC.910.WHST.3.9:</u></p>	<p>Draw evidence from informational texts to support analysis, reflection, and research.</p>
<p><u>MACC.K12.MP.1.1:</u></p>	<p>Make sense of problems and persevere in solving them.</p> <p>Mathematically proficient students start by explaining to themselves</p>

the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

MACC.K12.MP.5.1:

Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use

technological tools to explore and deepen their understanding of concepts.



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Course: Fundamental United States History- 7921035

Direct link to this page: <http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4860.aspx>

BASIC INFORMATION

Course Title:	Fundamental United States History
Course Number:	7921035
Course Abbreviated Title:	FUND US HISTORY
Course Path:	Section: Exceptional Student Education Grade Group: Senior High and Adult Subject: Academic Subject Areas
Number of Credits:	One credit (1)
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
General Notes:	<p>Graduation Requirements: Fundamental courses are academic skill-building courses which support student's participation in general education classes by allowing them more time to build the necessary skills for success. Students with disabilities may earn elective credit towards a standard diploma upon successful completion of a fundamental course.</p> <p>A student for which the IEP Team has determined the general education curriculum with accommodations and supports is not appropriate but is ineligible to participate in access courses. These students may take fundamental courses to earn credit towards a special diploma, in accordance with the district student progression plan. These courses are appropriate for these students as general education courses may not be modified for this purpose.</p> <p>United States History (U.S. History) 9-12 Course – The grade 9-12 United States History course covers the following content area strands: United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and</p>

sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events which occurred before the end of Reconstruction.

Mathematics Benchmark Guidance – Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

Special Notes: Instructional Strategies

1. Utilize UDL strategies when planning lessons for all students.
2. Ensure that students have accessible instructional materials.
3. Ensure that students read from text that varies in length and complexity.
4. Provide graphic organizers and instruct students on how to use them properly to support their understanding of concepts.
5. Use rubrics for assignments that clearly outline expectations for students.
6. Make close reading and rereading of texts central to lessons and provide guided practice with immediate feedback in how to do this.
7. Provide multiple opportunities to practice new vocabulary.
8. Provide explicit instruction in how students can locate evidence from text to support their answers.
9. Provide extensive research and writing opportunities (claims and evidence) based on student interest.
10. Provide students with outlines that assist them in note taking during teacher-led instruction.
11. Teach students to utilize appropriate graphic organizers or organize thoughts when planning writing assignments.

Additional content that may be contained in the NAEP Grade 12 United States History assessment includes material from all time periods on the following topics:

- Change and Continuity in American Democracy: Ideas, Institutions, Events, Key Figures, and Controversies
- The Gathering and Interactions of Peoples, Cultures, and Ideas
- Economic and Technological Changes and Their Relationship to Society, Ideas, and the Environment
- The Changing Role of America in the World

The NAEP frameworks for United States History may be accessed at

<http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/historyframe>

STANDARDS (15)

NEXT GENERATION SUNSHINE STATE STANDARDS

SS.912.A - American History

Standard 1: Use research and inquiry skills to analyze American history using primary and secondary sources.

Standard 2: Understand the causes, course, and consequences of the Civil War and Reconstruction and its effects on the American people.

Standard 3: Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.

Standard 4: Demonstrate an understanding of the changing role of the United States in world affairs through the end of World War I.

Standard 5: Analyze the effects of the changing social, political, and economic conditions of the Roaring Twenties and the Great Depression.

Standard 6: Understand the causes and course of World War II, the character of the war at home and abroad, and the reshaping of the United States role in the post-war world.

Standard 7: Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.

SS.912.G - Geography

Standard 1: Understand how to use maps and other geographic representations, tools, and technology to report geographic information.

Standard 2: Understand physical and cultural characteristics of places.

Standard 4: Understand the characteristics, distribution, and migration of human populations.

<u>LACC.910.RH.1.2:</u>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
<u>LACC.910.RH.1.3:</u>	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
<u>LACC.910.RH.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including analyzing word choices and vocabulary describing political, social, or economic aspects of history/social science.
<u>LACC.910.SL.1.1:</u>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, teacher-led, and teacher-facilitated) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from the texts and other research on the topic or issue to stimulate a thoughtful, well-organized exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making.

	<p>informal consensus, taking votes on key issues, presentation of alternate clear goals and deadlines, and individual roles as needed.</p> <ul style="list-style-type: none"> c. Propel conversations by posing and responding to questions that relate current discussion to broader themes or larger ideas; actively incorporate into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<p><u>LACC.910.SL.1.2:</u></p>	<p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>
<p><u>LACC.910.SL.1.3:</u></p>	<p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>
<p><u>LACC.910.SL.2.4:</u></p>	<p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>
<p><u>LACC.910.WHST.1.2:</u></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings, graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context, as to the expertise of likely readers. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

<u>LACC.910.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LACC.910.WHST.2.5:</u>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<u>LACC.910.WHST.3.7:</u>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<u>LACC.910.WHST.3.8:</u>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<u>LACC.910.WHST.3.9:</u>	Draw evidence from informational texts to support analysis, reflection, and research.
<u>MACC.K12.MP.1.1:</u>	<p>Make sense of problems and persevere in solving them.</p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of a solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing angle on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p>
<u>MACC.K12.MP.5.1:</u>	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar</p>

with tools appropriate for their grade or course to make sound decisions about each of these tools might be helpful, recognizing both the insight to be gained and limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a web site, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.



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	<p>occurred in the past.</p>
<p><u>SS.912.A.1.4</u> :</p>	<p>Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: <u>Use research and inquiry skills to analyze American history using primary and secondary sources.</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.912.A.1.In.d</u>: Interpret pictures, cartoons, graphs, artwork, artifacts, or writings to obtain information about a time period and events from the past. • <u>SS.912.A.1.Su.d</u>: Use pictures, cartoons, graphs, artwork, artifacts, or writings to obtain information about a time period and events from the past. • <u>SS.912.A.1.Pa.d</u>: Recognize pictures, cartoons, or artifacts about the past.
<p><u>SS.912.A.1.5</u> :</p>	<p>Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: <u>Use research and inquiry skills to analyze American history using primary and secondary sources.</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.912.A.1.In.e</u>: Determine the accuracy of current events and Internet resources by comparing them to reliable sources. • <u>SS.912.A.1.Su.e</u>: Recognize the accuracy of current events and Internet resources by comparing them to reliable sources. • <u>SS.912.A.1.Pa.e</u>: Recognize information about current events. <p>Remarks/Examples</p> <hr/> <p>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <u>http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf</u></p>

Course: Fundamental World History- 7921030

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4864.aspx>

BASIC INFORMATION

Course Title:	Fundamental World History
Course Number:	7921030
Course Abbreviated Title:	FUND WORLD HISTORY
Course Path:	Section: Exceptional Student Education Grade Group: Senior High and Adult Subject: Academics - Subject Areas
Number of Credits:	One credit (1)
Status:	Draft - Board Approval Pending
General Notes:	<p>Graduation Requirements: <i>Fundamental courses are academic skill-building courses which support a student's participation in general education classes by allowing them more time to build the necessary skills for success. Students with disabilities may earn elective credit towards a standard diploma for the successful completion of a fundamental course.</i></p> <p><i>A student for which the IEP Team has determined the general education curriculum with accommodations and supports is not appropriate but is ineligible to participate in access courses may take fundamental courses to earn credit towards a special diploma, in accordance with the district's student progression plan. These courses are appropriate for these students as general education courses may not be modified for this purpose.</i></p> <p>World History 9-12 Course – The grade 9-12 World History course consists of the following content area strands: World History, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course, and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods</p>

leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.

Mathematics Benchmark Guidance – Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

Special Notes: Instructional Strategies

1. Utilize UDL strategies when planning lessons for all students.
2. Ensure that students have accessible instructional materials.
3. Ensure that students read from text that varies in length and complexity.
4. Provide graphic organizers and instruct students on how to use them properly to support understanding of concepts.
5. Use rubrics for assignments that clearly outline expectations for students.
6. Make close reading and rereading of texts central to lessons and provide guided practice and immediate feedback in how to do this.
7. Provide multiple opportunities to practice new vocabulary.
8. Provide explicit instruction in how students can locate evidence from text to support their answers.
9. Provide extensive research and writing opportunities (claims and evidence) based on student interest.
10. Provide students with outlines that assist them in note taking during teacher-led instruction.
11. Teach students to utilize appropriate graphic organizers or organize thoughts when planning for writing assignments.

STANDARDS (15)

NEXT GENERATION SUNSHINE STATE STANDARDS

SS.912.W - World History

Standard 1: Utilize historical inquiry skills and analytical processes.

Standard 2: Recognize significant events, figures, and contributions of medieval civilizations (Byzantine Empire, Western Europe, Japan).

Standard 3: Recognize significant events, figures, and contributions of Islamic, Meso and South American, and Sub-Saharan African civilizations.

Standard 4: Analyze the causes, events, and effects of the Renaissance, Reformation, Scientific Revolution, and Age of Exploration.

Standard 5: Analyze the causes, events, and effects of the Enlightenment and its impact on the American, French and other Revolutions.

Standard 6: Understand the development of Western and non-Western nationalism, industrialization and imperialism, and the significant processes and consequences of each.

Standard 7: Recognize significant causes, events, figures, and consequences of the Great War period and the impact on worldwide balance of power.

Standard 8: Recognize significant events and people from the post World War II and Cold War eras.

Standard 9: Identify major economic, political, social, and technological trends beginning in the 20th century.

SS.912.G - Geography

Standard 1: Understand how to use maps and other geographic representations, tools, and technology to report information.

Standard 2: Understand physical and cultural characteristics of places.

Standard 4: Understand the characteristics, distribution, and migration of human populations.

<u>LACC.910.RH.1.2:</u>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
<u>LACC.910.RH.1.3:</u>	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
<u>LACC.910.RH.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
<u>LACC.910.SL.1.1:</u>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and

	<p>decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>
<p><u>LACC.910.SL.1.2:</u></p>	<p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>
<p><u>LACC.910.SL.1.3:</u></p>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>
<p><u>LACC.910.SL.2.4:</u></p>	<p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>
<p><u>LACC.910.WHST.1.2:</u></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to</p>

	<p>manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
<p><u>LACC.910.WHST.2.4:</u></p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p><u>LACC.910.WHST.2.5:</u></p>	<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>
<p><u>LACC.910.WHST.3.7:</u></p>	<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
<p><u>LACC.910.WHST.3.8:</u></p>	<p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>
<p><u>LACC.910.WHST.3.9:</u></p>	<p>Draw evidence from informational texts to support analysis, reflection, and research.</p>
<p><u>MACC.K12.MP.1.1:</u></p>	<p>Make sense of problems and persevere in solving them.</p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if</p>

	<p>necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p>
<p><u>MACC.K12.MP.5.1:</u></p>	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p>



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<p><u>SS.912.A.1.6</u> :</p>	<p>Use case studies to explore social, political, legal, and economic relationships in history. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: <u>Use research and inquiry skills to analyze American history using primary and secondary sources.</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.912.A.1.In.f</u>: Use a case study to identify social, political, legal, and economic relationships in history. • <u>SS.912.A.1.Su.f</u>: Use a case study to recognize social, political, legal, and economic relationships in history. • <u>SS.912.A.1.Pa.f</u>: Use a case study to obtain information on history.
<p><u>SS.912.A.1.7</u> :</p>	<p>Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: <u>Use research and inquiry skills to analyze American history using primary and secondary sources.</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.912.A.1.In.g</u>: Identify selected socio-cultural aspects of American life, such as the arts, artifacts, literature, education, and publications. • <u>SS.912.A.1.Su.g</u>: Recognize selected socio-cultural aspects of American life, such as the arts, artifacts, literature, education, and publications. • <u>SS.912.A.1.Pa.g</u>: Recognize a selected socio-cultural aspect of American life, such as the arts, artifacts, literature, education, or publications.
<p><u>SS.912.A.2.1</u> :</p>	<p>Review causes and consequences of the Civil War. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: <u>Understand the causes, course, and consequences of the Civil War and Reconstruction and its effects on the American people.</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.912.A.2.In.a</u>: Identify the major causes and consequences of the Civil War.

	<ul style="list-style-type: none"> • SS.912.A.2.Su.a: Recognize the major causes and consequences of the Civil War. • SS.912.A.2.Pa.a: Recognize characteristics of life during the Civil War. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, slavery, states' rights, territorial claims, abolitionist movement, regional differences, Reconstruction, 13th, 14th, and 15th amendments.</p>
<p>SS.912.A.2.2 :</p>	<p>Assess the influence of significant people or groups on Reconstruction. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the causes, course, and consequences of the Civil War and Reconstruction and its effects on the American people.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.A.2.In.b: Describe the influence of significant people or groups on Reconstruction, such as Andrew Johnson, Ulysses S. Grant, Robert E. Lee, Buffalo Soldiers, and Harriet Tubman. • SS.912.A.2.Su.b: Recognize the influence of significant people or groups on Reconstruction, such as Andrew Johnson, Ulysses S. Grant, Robert E. Lee, Buffalo Soldiers, and Harriet Tubman. • SS.912.A.2.Pa.b: Recognize there were leaders who promoted social justice. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, Andrew Johnson, Radical Republicans, Jefferson Davis, Frederick Douglass, Ulysses S. Grant, Robert E. Lee, William T. Sherman, Buffalo Soldiers, Harriet Tubman, and Sojourner Truth.</p>
<p>SS.912.A.2.3 :</p>	<p>Describe the issues that divided Republicans during the early Reconstruction era. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the causes, course, and consequences of the Civil War and Reconstruction and its effects on the American people.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.A.2.In.c: Identify major challenges during Reconstruction, such as initial resistance to readmission by Southern states, disagreements between President Johnson and the Congress, and

	<p>opposition to blacks by white extremist organizations, such as the Ku Klux Klan (KKK).</p> <ul style="list-style-type: none"> • SS.912.A.2.Su.c: Recognize major challenges in the period of Reconstruction, such as the disagreements between the President and Congress and opposition to blacks by groups such as the Ku Klux Klan (KKK). • SS.912.A.2.Pa.c: Recognize that groups of people continued to disagree about slavery after the war. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, the impeachment of Andrew Johnson, southern whites, blacks, black legislators and white extremist organizations such as the KKK, Knights of the White Camellia, The White League, Red Shirts, and Pale Faces.</p>
<p>SS.912.A.2.4 :</p>	<p>Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the causes, course, and consequences of the Civil War and Reconstruction and its effects on the American people.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.A.2.In.d: Identify freedoms guaranteed to African American males in the amendments to the Constitution, such as the abolition of slavery, the right to citizenship, and the right to vote. • SS.912.A.2.Su.d: Recognize freedoms guaranteed to African American males in the amendments to the Constitution, such as the abolition of slavery and the right to vote. • SS.912.A.2.Pa.d: Recognize that African American males have the right to vote. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, abolition of slavery, citizenship, suffrage, equal protection.</p>
<p>SS.912.A.2.5 :</p>	<p>Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the causes, course, and consequences of the Civil War and</p>

	<p>Reconstruction and its effects on the American people.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.A.2.In.e: Identify the purpose of laws of segregation, often called Jim Crow Laws. • SS.912.A.2.Su.e: Recognize examples of laws of segregation, often called Jim Crow Laws. • SS.912.A.2.Pa.e: Recognize the social issue of segregation.
<p>SS.912.A.2.6 :</p>	<p>Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Understand the causes, course, and consequences of the Civil War and Reconstruction and its effects on the American people.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.A.2.In.f: Identify the sharecropping and debt peonage system that was practiced in the United States. • SS.912.A.2.Su.f: Recognize that sharecropping was a common way of life for freed people. • SS.912.A.2.Pa.f: Recognize the social issue of segregation.
<p>SS.912.A.2.7 :</p>	<p>Review the Native American experience.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Understand the causes, course, and consequences of the Civil War and Reconstruction and its effects on the American people.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.A.2.In.g: Identify the Native American experience during the westward expansion, such as being forced to leave their native lands to go to reservations and give up tribal identity and culture. • SS.912.A.2.Su.g: Recognize the Native American experience during the westward expansion, such as being forced to leave their native lands to go to reservations and give up tribal identity and culture. • SS.912.A.2.Pa.g: Recognize the social issue of forced integration.

	<p>Remarks/Examples</p> <p>Examples may include, but are not limited to, westward expansion, reservation system, the Dawes Act, Wounded Knee Massacre, Sand Creek Massacre, Battle of Little Big Horn, Indian Schools, government involvement in the killing of the buffalo.</p>
<p>SS.912.A.3.1 :</p>	<p>Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.A.3.In.a: Identify responses to economic challenges faced by farmers, such as shifting from hand labor to machine farming, the creation of colleges to support agricultural development, and increasing the use of commercial agriculture. • SS.912.A.3.Su.a: Recognize responses to economic challenges faced by farmers, such as shifting from hand labor to machine farming, the creation of colleges to support agricultural development, and increasing the use of commercial agriculture. • SS.912.A.3.Pa.a: Recognize employment options in America. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, creation of agricultural colleges, Morrill Land Grant Act, gold standard and Bimetallism, the creation of the Populist Party.</p>
<p>SS.912.A.3.10 :</p>	<p>Review different economic and philosophic ideologies. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.A.3.In.j: Identify major differences in economic systems, such as capitalism and communism. • SS.912.A.3.Su.j: Recognize an example of an economic system, such as capitalism. • SS.912.A.3.Pa.j: Recognize that people buy and sell goods and services.

	<p>Remarks/Examples</p> <p>Economic examples may include, but are not limited to, market economy, mixed economy, planned economy and philosophic examples are capitalism, socialism, communism, anarchy.</p>
<p><u>SS.912.A.3.11</u> :</p>	<p>Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: <u>Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.912.A.3.In.k</u>: Identify ways powerful groups (political machines) in United States cities controlled the government, such as having enough votes to maintain control of the city and giving jobs or contracts only to people who supported them. • <u>SS.912.A.3.Su.k</u>: Recognize that powerful groups in United States cities controlled the government and gave favors to people who supported them. • <u>SS.912.A.3.Pa.k</u>: Recognize that powerful groups have a strong influence on government. <p>Remarks/Examples</p> <p>Examples may include, but aren ot limited to, Boss Tweed, Tammany Hall, George Washington Plunkitt, Washington Gladden, Thomas Nast.</p>
<p><u>SS.912.A.3.12</u> :</p>	<p>Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: <u>Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.912.A.3.In.l</u>: Identify ways organizations and people have shaped public policy and corrected injustices in American life, such as the NAACP, the YMCA, Theodore Roosevelt, and Booker T. Washington. • <u>SS.912.A.3.Su.l</u>: Recognize a way an organization or person has shaped public policy and corrected injustices in American life, such

	<p>as the NAACP, the YMCA, Theodore Roosevelt, or Booker T. Washington.</p> <ul style="list-style-type: none"> • SS.912.A.3.Pa.I: Recognize an organization in the community that helps people. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, NAACP, YMCA, Women's Christian Temperance Union, National Women's Suffrage Association, National Women's Party, Robert LaFollette, Florence Kelley, Ida M. Tarbell, Eugene Debs, Carrie Chapman Catt, Alice Paul, Theodore Roosevelt, William Taft, Woodrow Wilson, Upton Sinclair, Booker T. Washington, W.E.B. DuBois, Gifford Pinchot, William Jennings Bryan.</p>
<p>SS.912.A.3.13 :</p>	<p>Examine key events and peoples in Florida history as they relate to United States history.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.A.3.In.m: Identify key events and people in Florida history related to United States history, such as the railroad industry, the cattle industry, and the influence of immigrants. • SS.912.A.3.Su.m: Recognize a key event or person in Florida history related to United States history, such as the railroad industry, the cattle industry, or the influence of immigrants. • SS.912.A.3.Pa.m: Recognize a key event or person in Florida history. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, the railroad industry, bridge construction in the Florida Keys, the cattle industry, the cigar industry, the influence of Cuban, Greek and Italian immigrants, Henry B. Plant, William Chipley, Henry Flagler, George Proctor, Thomas DeSaille Tucker, Hamilton Disston.</p>
<p>SS.912.A.3.2 :</p>	<p>Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p>

	<p>Belongs to: Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.A.3.In.b: Identify economic developments in the second Industrial Revolution, such as mass production of consumer goods, including transportation, food and drink, clothing, and entertainment (cinema, radio, the gramophone). • SS.912.A.3.Su.b: Recognize that mass production of transportation, food, and clothing was developed during the second Industrial Revolution. • SS.912.A.3.Pa.b: Recognize goods that are manufactured, such as clothing.
<p>SS.912.A.3.3 :</p>	<p>Compare the first and second Industrial Revolutions in the United States. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.A.3.In.c: Identify technological developments and inventions in the Industrial Revolutions in the United States. • SS.912.A.3.Su.c: Recognize technological developments and inventions in the Industrial Revolutions in the United States. • SS.912.A.3.Pa.c: Recognize that inventions changed life in the United States. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, trade, development of new industries.</p>
<p>SS.912.A.3.4 :</p>	<p>Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.A.3.In.d: Identify how developments in industry affected

	<p>the United States economy, such as railroads, forms of communication, and corporations.</p> <ul style="list-style-type: none"> • SS.912.A.3.Su.d: Recognize how a development in industry affected the United States economy, such as railroads or forms of communication. • SS.912.A.3.Pa.d: Recognize transportation and communication systems. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, railroads, the telegraph, pools, holding companies, trusts, corporations, contributed to westward expansion, expansion of trade and development of new industries, vertical and horizontal integration.</p>
<p>SS.912.A.3.5 :</p>	<p>Identify significant inventors of the Industrial Revolution including African Americans and women.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.A.3.In.e: Identify a significant inventor of the Industrial Revolution, including an African American or a woman. • SS.912.A.3.Su.e: Recognize a significant inventor of the Industrial Revolution, including an African American or a woman. • SS.912.A.3.Pa.e: Recognize that inventions help people. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, Lewis Howard Latimer, Jan E. Matzeliger, Sarah E. Goode, Granville T. Woods, Alexander Graham Bell, Thomas Edison, George Pullman, Henry Ford, Orville and Wilbur Wright, Elijah McCoy, Garrett Morgan, Madame C.J. Walker, George Westinghouse.</p>
<p>SS.912.A.3.6 :</p>	<p>Analyze changes that occurred as the United States shifted from agrarian to an industrial society.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.A.3.In.f: Identify changes that occurred as the United States shifted from an agrarian to an industrial society, such as laissez-faire policies and government regulations of food and drugs. • SS.912.A.3.Su.f: Recognize changes that occurred as the United States shifted from an agrarian to an industrial society, such as laissez-faire policies and government regulations of food and drugs. • SS.912.A.3.Pa.f: Recognize that government can control business. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, Social Darwinism, laissez-faire, government regulations of food and drugs, migration to cities, urbanization, changes to the family structure, Ellis Island, angel Island, push-pull factors.</p>
<p>SS.912.A.3.7 :</p>	<p>Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.A.3.In.g: Identify similarities in the way European immigrants in the east and Asian immigrants in the west were treated, such as discrimination in housing and employment. • SS.912.A.3.Su.g: Recognize similarities in the way European immigrants in the east and Asian immigrants in the west were treated, such as discrimination in housing and employment. • SS.912.A.3.Pa.g: Recognize the social issue of inequality. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to nativism, integration of immigrants into society when comparing "Old" [before 1890] and "New" immigrants [after 1890], Immigration Act of 1924.</p>
<p>SS.912.A.5.1 :</p>	<p>Discuss the economic outcomes of demobilization.</p>

	<p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Analyze the effects of the changing social, political, and economic conditions of the Roaring Twenties and the Great Depression.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.A.5.In.a: Identify an economic result of demobilization, such as reintegration of soldiers into civilian life or reconstruction. • SS.912.A.5.Su.a: Recognize a result of demobilization, such as the reintegration of soldiers into civilian life. • SS.912.A.5.Pa.a: Recognize that soldiers return home after a war.
<p>SS.912.A.3.8 :</p>	<p>Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.A.3.In.h: Identify the importance of social change and reform, such as settlement houses and churches that helped the poor during the early 1900s. • SS.912.A.3.Su.h: Recognize the importance of social change and reform, such as settlement houses and churches that helped the poor during the early 1900s. • SS.912.A.3.Pa.h: Recognize types of assistance for personal and social needs.
<p>SS.912.A.3.9 :</p>	<p>Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.A.3.In.i: Identify a cause and consequence of the labor movement in the late 1800s and early 1900s, such as the need to improve working conditions and the resulting child labor laws and work regulations. • SS.912.A.3.Su.i: Recognize a cause and consequence of the labor

	<p>movement in the late 1800s and early 1900s, such as the need to improve working conditions and the resulting child labor laws and work regulations.</p> <ul style="list-style-type: none"> • SS.912.A.3.Pa.i: Recognize that workers have rights. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, unions, Knights of Labor, American Federation of Labor, Socialist Party, labor laws.</p>
<p>SS.912.A.4.1 :</p>	<p>Analyze the major factors that drove United States imperialism. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the changing role of the United States in world affairs through the end of World War I.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.A.4.In.a: Identify major factors that drove the United States to expand its influence to other territories, such as forced trade with China and Japan, policies that restricted access to the Western Hemisphere, and the construction of the Panama Canal. • SS.912.A.4.Su.a: Recognize a factor that drove the United States to expand its influence to other territories, such as forced trade with China and Japan, policies that restricted access to the Western Hemisphere, or the construction of the Panama Canal. • SS.912.A.4.Pa.a: Recognize the continuing growth over time of the United States. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, the Monroe Doctrine, Manifest Destiny, <i>The Influence of Sea Power Upon History</i>, Turner's thesis, the Roosevelt Corollary, natural resources, markets for resources, elimination of spheres of influence in China.</p>
<p>SS.912.A.4.10 :</p>	<p>Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the changing role of the United States in world affairs through the end of World War I.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.A.4.In.j: Identify that the Treaty of Versailles held

	<p>Germany responsible for the damages of World War I and established the League of Nations.</p> <ul style="list-style-type: none"> • SS.912.A.4.Su.j: Recognize that the Treaty of Versailles held Germany responsible for the damages of World War I and established the League of Nations. • SS.912.A.4.Pa.j: Recognize an unintended effect of an agreement (treaty). <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, self-determination, boundaries, demilitarized zone, sanctions reparations, and the League of Nations (including Article X of the Covenant).</p>
<p>SS.912.A.4.11 :</p>	<p>Examine key events and peoples in Florida history as they relate to United States history.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Demonstrate an understanding of the changing role of the United States in world affairs through the end of World War I.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.A.4.In.k: Identify key events and people in Florida history, such as the participation of Florida troops and the role of Tampa during the Spanish-American War. • SS.912.A.4.Su.k: Recognize key events and people in Florida history, such as the participation of Florida troops in the Spanish American War. • SS.912.A.4.Pa.k: Recognize a contribution of Florida as it relates to American history. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, the Spanish-American War, Ybor City, Jose Marti.</p>
<p>SS.912.A.4.2 :</p>	<p>Explain the motives of the United States acquisition of the territories.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Demonstrate an understanding of the changing role of the United States in world affairs through the end of World War I.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.A.4.In.b: Identify the benefits of expanding into other

	<p>territories by the United States, such as Alaska and Hawaii, Puerto Rico, and other islands.</p> <ul style="list-style-type: none"> • SS.912.A.4.Su.b: Recognize a benefit of expanding into other territories by the United States, such as Alaska and Hawaii, Puerto Rico, and other islands. • SS.912.A.4.Pa.b: Recognize the continuing growth over time of the United States. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, Alaska, Hawaii, Puerto Rico, Philippines, Guam, Samoa, Marshall Islands, Midway Island, Virgin Islands.</p>
<p>SS.912.A.4.3 :</p>	<p>Examine causes, course, and consequences of the Spanish American War. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the changing role of the United States in world affairs through the end of World War I.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.A.4.In.c: Identify consequences of the Spanish American War, such as ending the Spanish control over Cuba and gaining control of islands in the Caribbean and Pacific. • SS.912.A.4.Su.c: Recognize a consequence of the Spanish American War, such as ending the Spanish control over Cuba or gaining control of islands in the Caribbean and Pacific. • SS.912.A.4.Pa.c: Recognize the continuing growth over time of the United States. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, Cuba as a protectorate, Yellow Journalism, sinking of the <i>Maine</i>, the Philippines, Commodore Dewey, the Rough Riders, acquisition of territories, the Treaty of Paris.</p>
<p>SS.912.A.4.4 :</p>	<p>Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the changing role of the United States in world affairs through the end of World War I.</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.A.4.In.d: Identify reasons why the United States completed the Panama Canal, such as improving trade and decreasing travel time; and identify challenges that were faced during its construction, such as disease and environmental impact. • SS.912.A.4.Su.d: Recognize why the United States completed the Panama Canal, such as improving trade and decreasing travel time; and recognize challenges that were faced during its construction, such as disease and environmental impact. • SS.912.A.4.Pa.d: Recognize that a canal is a man-made waterway for travel. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, disease, environmental impact, challenges faced by various ethnic groups such as Africans and indigenous populations, shipping routes, increased trade, defense and independence for Panama.</p>
<p>SS.912.A.4.5 :</p>	<p>Examine causes, course, and consequences of United States involvement in World War I.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Demonstrate an understanding of the changing role of the United States in world affairs through the end of World War I.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.A.4.In.e: Identify causes and consequences of United States involvement in World War I, such as conflicts among European nations, sinking of the Lusitania, threats by Germany, the arms race, and the Allies’ plan for peace. • SS.912.A.4.Su.e: Recognize a cause and consequence of United States involvement in World War I, such as conflicts among European nations, sinking of the Lusitania, threats by Germany, the arms race, and the Allies’ plan for peace. • SS.912.A.4.Pa.e: Recognize how countries help each other in a war. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the <i>Lusitania</i>, the Selective Service Act, the</p>

	<p>homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism.</p>
<p>SS.912.A.4.6 :</p>	<p>Examine how the United States government prepared the nation for war with war measures (Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information). Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the changing role of the United States in world affairs through the end of World War I.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.A.4.In.f: Identify ways the United States government prepared the nation for World War I, such as initiating the draft, issuing war bonds, and using propaganda. • SS.912.A.4.Su.f: Recognize a way the United States government prepared the nation for World War I, such as initiating the draft, issuing war bonds, or using propaganda. • SS.912.A.4.Pa.f: Recognize that citizens support their country during a war.
<p>SS.912.A.4.7 :</p>	<p>Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys). Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the changing role of the United States in world affairs through the end of World War I.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.A.4.In.g: Identify impacts of the development of airplanes, battleships, and new weapons during World War I. • SS.912.A.4.Su.g: Recognize an impact of the development of airplanes, battleships, or new weapons during World War I. • SS.912.A.4.Pa.g: Recognize types of transportation used in wars.
<p>SS.912.A.4.8 :</p>	<p>Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the changing role of the United States in world affairs through the end of World War I.</p> <p>Access Points:</p>

	<ul style="list-style-type: none"> • SS.912.A.4.In.h: Identify experiences Americans had while serving in Europe, including groups such as African Americans and women. • SS.912.A.4.Su.h: Recognize experiences Americans had while serving in Europe, including groups such as African Americans and women. • SS.912.A.4.Pa.h: Recognize people in the armed services.
<p>SS.912.A.4.9 :</p>	<p>Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the changing role of the United States in world affairs through the end of World War I.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.A.4.In.i: Identify impacts of the war on diverse groups of people in the United States, including dissenters. • SS.912.A.4.Su.i: Recognize an impact of the war on diverse groups of people in the United States, including dissenters. • SS.912.A.4.Pa.i: Recognize that some people do not support war.
<p>SS.912.A.5.10 :</p>	<p>Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Analyze the effects of the changing social, political, and economic conditions of the Roaring Twenties and the Great Depression.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.A.5.In.j: Identify reasons why there was support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities. • SS.912.A.5.Su.j: Recognize a reason why there was support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities. • SS.912.A.5.Pa.j: Recognize that groups may fear people who are different.
<p>SS.912.A.5.11 :</p>	<p>Examine causes, course, and consequences of the Great Depression and the New Deal. Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p>

	<p>Belongs to: Analyze the effects of the changing social, political, and economic conditions of the Roaring Twenties and the Great Depression.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.A.5.In.k: Identify a cause of the Great Depression, such as drought, inflation, or the stock market crash, and a consequence, such as the New Deal plan for relief, recovery, and reform. • SS.912.A.5.Su.k: Recognize a cause of the Great Depression, such as drought, inflation, or the stock market crash, and a consequence, such as the New Deal plan for relief, recovery, and reform. • SS.912.A.5.Pa.k: Recognize that people struggle to meet their needs when they don't have enough money.
<p>SS.912.A.5.12 :</p>	<p>Examine key events and people in Florida history as they relate to United States history.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Analyze the effects of the changing social, political, and economic conditions of the Roaring Twenties and the Great Depression.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.A.5.In.l: Identify key events and people in Florida, such as the Florida land boom, air conditioning, New Deal programs, and Marjorie Kinnan Rawlings. • SS.912.A.5.Su.l: Recognize key events in Florida, such as the Florida land boom and the development of air conditioning. • SS.912.A.5.Pa.l: Recognize an important development in Florida, such as air conditioning. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, Rosewood, land boom, speculation, impact of climate and natural disasters on the end of the land boom, invention of modern air conditioning in 1929, Alfred DuPont, Majorie Kinnan Rawlings, Zora Neale Hurston, James Weldon Johnson.</p>
<p>SS.912.A.5.2 :</p>	<p>Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Analyze the effects of the changing social, political, and economic conditions</p>

	<p>of the Roaring Twenties and the Great Depression.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.A.5.In.b: Identify the causes and reactions associated with the Red Scare, such as fear of a communist revolution, strikes by workers, laws limiting immigration, and racial unrest. • SS.912.A.5.Su.b: Recognize a cause and a reaction of the Red Scare, such as fear of a communist revolution, strikes by workers, laws limiting immigration, or racial unrest. • SS.912.A.5.Pa.b: Recognize behaviors that result from fears. <p>Remarks/Examples</p> <p>Examples may also include, but are not limited to, Palmer Raids, FBI, J. Edgar Hoover.</p>
<p>SS.912.A.5.3 :</p>	<p>Examine the impact of United States foreign economic policy during the 1920s.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Analyze the effects of the changing social, political, and economic conditions of the Roaring Twenties and the Great Depression.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.A.5.In.c: Identify impacts of United States government economic policies during the 1920s, such as tax cuts, a reduction in federal spending, and high tariffs. • SS.912.A.5.Su.c: Recognize an impact of United States government economic policies during the 1920s, such as tax cuts, a reduction in federal spending, and high tariffs. • SS.912.A.5.Pa.c: Recognize that the government makes rules about taxes and spending. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, the Depression of 1920-21, "The Business of America is Business," assembly line, installment buying, consumerism.</p>
<p>SS.912.A.5.4 :</p>	<p>Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Analyze the effects of the changing social, political, and economic conditions</p>

	<p>of the Roaring Twenties and the Great Depression.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.A.5.In.d: Identify results of the economic boom of the Roaring Twenties, such as the rise of automobile ownership, the mass production of goods, and the use of marketing. • SS.912.A.5.Su.d: Recognize a result of the economic boom of the Roaring Twenties, such as the rise of automobile ownership, the mass production of goods, or the use of marketing. • SS.912.A.5.Pa.d: Recognize that when people have more money, they can buy more goods.
<p>SS.912.A.5.5 :</p>	<p>Describe efforts by the United States and other world powers to avoid future wars.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Analyze the effects of the changing social, political, and economic conditions of the Roaring Twenties and the Great Depression.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.A.5.In.e: Identify actions of the United States and world powers to avoid future wars, such as forming the League of Nations. • SS.912.A.5.Su.e: Recognize that the League of Nations was formed to prevent wars. • SS.912.A.5.Pa.e: Recognize that countries want to prevent wars. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, League of Nations, Washington Naval Conference, London Conference, Kellogg-Briand Pact, the Nobel Prize.</p>
<p>SS.912.A.5.6 :</p>	<p>Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Analyze the effects of the changing social, political, and economic conditions of the Roaring Twenties and the Great Depression.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.A.5.In.f: Identify the influences of Hollywood, the Harlem

	<p>Renaissance, and prohibition on American society in the 1920s.</p> <ul style="list-style-type: none"> • SS.912.A.5.Su.f: Recognize an influence of Hollywood, the Harlem Renaissance, or prohibition on American society in the 1920s. • SS.912.A.5.Pa.f: Recognize the influences of groups with different beliefs.
<p>SS.912.A.5.7 :</p>	<p>Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Analyze the effects of the changing social, political, and economic conditions of the Roaring Twenties and the Great Depression.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.A.5.In.g: Identify the effects of freedom movements that advocated for civil rights for African Americans, Latinos, Asians, and women, such as a feeling of unity and a sense of community. • SS.912.A.5.Su.g: Recognize the effects of freedom movements that advocated for civil rights for African Americans, Latinos, Asians, and women, such as a feeling of unity and a sense of community. • SS.912.A.5.Pa.g: Recognize that people in the same ethnic group may feel a sense of community.
<p>SS.912.A.5.8 :</p>	<p>Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Analyze the effects of the changing social, political, and economic conditions of the Roaring Twenties and the Great Depression.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.A.5.In.h: Identify the major view of a leader relating to the African American experience, such as Booker T. Washington, W.E.B. DuBois, or Marcus Garvey. • SS.912.A.5.Su.h: Recognize the view of a leader relating to the African American experience, such as the way African Americans should go about obtaining their rights. • SS.912.A.5.Pa.h: Recognize that people in the same ethnic group may feel a sense of community.
<p>SS.912.A.5.9 :</p>	<p>Explain why support for the Ku Klux Klan varied in the 1920s with respect</p>

	<p>to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Analyze the effects of the changing social, political, and economic conditions of the Roaring Twenties and the Great Depression.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.A.5.In.i: Identify that support of the Ku Klux Klan changed during the 1920s with respect to groups, such as immigrants, African Americans, Catholics, Jews, women, and unions. • SS.912.A.5.Su.i: Recognize that support of the Ku Klux Klan changed during the 1920s with respect to groups, such as immigrants, African Americans, Catholics, Jews, women, and unions. • SS.912.A.5.Pa.i: Recognize that groups may fear people who are different. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, 100 Percent Americanism.</p>
<p>SS.912.A.6.1 :</p>	<p>Examine causes, course, and consequences of World War II on the United States and the world. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States role in the post-war world.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.A.6.In.a: Identify major causes and consequences of World War II on the United States and the world. • SS.912.A.6.Su.a: Recognize a major cause and result of World War II on the United States and the world. • SS.912.A.6.Pa.a: Recognize that the United States fought in a war. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, rise of dictators, attack on Pearl Harbor, Nazi party, American neutrality, D-Day, Battle of the Bulge, War in the Pacific, internment camps, Holocaust, Yalta.</p>
<p>SS.912.A.6.10 :</p>	<p>Examine causes, course, and consequences of the early years of the Cold</p>

	<p>War (Truman Doctrine, Marshall Plan, NATO, Warsaw Pact). Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States role in the post-war world.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.A.6.In.j: Identify the consequences of the early years of the Cold War, such as the establishment of the Truman Doctrine, the Marshall Plan, NATO, and the Warsaw Pact. • SS.912.A.6.Su.j: Recognize a consequence of the Cold War, such as the arms race, fear of the spread of communism, plans to help countries rebuild after World War II, or that countries in communist and western nations formed separate alliances. • SS.912.A.6.Pa.j: Recognize that countries help each other to prevent wars.
<p>SS.912.A.6.11 :</p>	<p>Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States role in the post-war world.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.A.6.In.k: Identify concerns about the spread of nuclear technology in the United States and the world. • SS.912.A.6.Su.k: Recognize a concern about the spread of nuclear technology in the United States and the world. • SS.912.A.6.Pa.k: Recognize that countries make agreements to prevent war.
<p>SS.912.A.6.12 :</p>	<p>Examine causes, course, and consequences of the Korean War. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States role in the post-war world.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.A.6.In.l: Identify a cause and consequence of the Korean War. • SS.912.A.6.Su.l: Recognize a cause and consequence of the Korean War. • SS.912.A.6.Pa.l: Recognize that countries help other countries in

	<p>war.</p> <p>Remarks/Examples</p> <p>Examples may include, but aren't limited to, Communist China, 38th parallel, cease fire, firing of Gen. Douglas McArthur.</p>
<p>SS.912.A.6.13 :</p>	<p>Analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States role in the post-war world.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.A.6.In.m: Identify results of significant foreign policy events, such as the Cuban missile crisis, the Gulf of Tonkin Resolution—Vietnam, and relations with China. • SS.912.A.6.Su.m: Recognize the results of a significant foreign policy event, such as the Cuban missile crisis, the Gulf of Tonkin Resolution—Vietnam, or relations with China. • SS.912.A.6.Pa.m: Recognize that the United States is involved with other nations. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, the Domino Theory, Sputnik, space race, Korean Conflict, Vietnam Conflict, U-2 and Gary Powers, Bay of Pigs invasion, Cuban Missile Crisis, Berlin Wall, Ping Pong Diplomacy, opening of China.</p>
<p>SS.912.A.6.14 :</p>	<p>Analyze causes, course, and consequences of the Vietnam War.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States role in the post-war world.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.A.6.In.n: Identify causes and results of the Vietnam War. • SS.912.A.6.Su.n: Recognize a cause and result of the Vietnam War. • SS.912.A.6.Pa.n: Recognize that countries help other countries in war.

	<p>Remarks/Examples</p> <p>Examples may include, but are not limited to, Geneva Accords, Gulf of Tonkin Resolution, the draft, escalating protest at home, Vietnamization, the War Powers Act.</p>
<p>SS.912.A.6.15 :</p>	<p>Examine key events and peoples in Florida history as they relate to United States history. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States role in the post-war world.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.A.6.In.o: Identify key events in Florida, such as the construction of military bases and World War II training centers and the development of the space program and NASA. • SS.912.A.6.Su.o: Recognize key events in Florida, such as the construction of military bases and the development of the space program. • SS.912.A.6.Pa.o: Recognize a development in Florida, such as the space program. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, Mosquito Fleet, "Double V Campaign", construction of military bases and WWII training centers, 1959 Cuban coup and its impact on Florida, development of the space program and NASA.</p>
<p>SS.912.A.6.2 :</p>	<p>Describe the United States response in the early years of World War II (Neutrality Acts, Cash and Carry, Lend Lease Act). Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States role in the post-war world.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.A.6.In.b: Identify the United States response in the early years of World War II, such as the Neutrality Act, giving aid to Britain, and supplying war material to other countries. • SS.912.A.6.Su.b: Recognize the United States response in the early years of World War II, such as trying to stay out of the war and providing aid and war material to other countries fighting in the war.

	<ul style="list-style-type: none"> • SS.912.A.6.Pa.b: Recognize that a country can provide aid to other countries (allies) during a war.
<p>SS.912.A.6.3 :</p>	<p>Analyze the impact of the Holocaust during World War II on Jews as well as other groups.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States role in the post-war world.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.A.6.In.c: Identify the impact of the Holocaust during World War II on Jews and other groups. • SS.912.A.6.Su.c: Recognize an impact of the Holocaust during World War II on Jews and other groups. • SS.912.A.6.Pa.c: Recognize that groups may be treated badly because they are different.
<p>SS.912.A.6.4 :</p>	<p>Examine efforts to expand or contract rights for various populations during World War II.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States role in the post-war world.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.A.6.In.d: Identify actions related to rights for groups during World War II, such as women, African Americans, German Americans, Japanese Americans, Native Americans, Hispanic Americans, or Italian Americans. • SS.912.A.6.Su.d: Recognize an action related to rights for groups during World War II, such as women, African Americans, German Americans, Japanese Americans, Native Americans, Hispanic Americans, or Italian Americans. • SS.912.A.6.Pa.d: Recognize that groups may be treated differently during a war. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, women, African Americans, German Americans, Japanese Americans and their internment, Native Americans, Hispanic Americans, Italian Americans.</p>

<p><u>SS.912.A.6.5 :</u></p>	<p>Explain the impact of World War II on domestic government policy. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States role in the post-war world.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.912.A.6.In.e:</u> Identify an impact of World War II on domestic government policy, such as rationing, national security, civil rights, and increased job opportunities. • <u>SS.912.A.6.Su.e:</u> Recognize an impact of World War II on domestic government policy, such as rationing, national security, civil rights, or increased job opportunities. • <u>SS.912.A.6.Pa.e:</u> Recognize that war causes changes in home life. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, rationing, national security, civil rights, increased job opportunities for African Americans, women, Jews, and other refugees.</p>
<p><u>SS.912.A.6.6 :</u></p>	<p>Analyze the use of atomic weapons during World War II and the aftermath of the bombings. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States role in the post-war world.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.912.A.6.In.f:</u> Identify a reason why the United States decided to use atomic weapons against Japan and identify the aftermath, such as destruction and the ending of World War II. • <u>SS.912.A.6.Su.f:</u> Recognize the aftermath of the use of atomic weapons against Japan, such as destruction and the ending of World War II. • <u>SS.912.A.6.Pa.f:</u> Recognize that countries may take drastic measures to end a war.
<p><u>SS.912.A.6.7 :</u></p>	<p>Describe the attempts to promote international justice through the Nuremberg Trials. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States role in the post-war world.</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.A.6.In.g: Identify attempts to promote international justice by trying Nazi war crimes after World War II (Nuremberg Trials). • SS.912.A.6.Su.g: Recognize attempts to promote international justice by trying Nazi war crimes after World War II (Nuremberg Trials). • SS.912.A.6.Pa.g: Recognize that people who commit war crimes may have a trial.
<p>SS.912.A.6.8 :</p>	<p>Analyze the effects of the Red Scare on domestic United States policy. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States role in the post-war world.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.A.6.In.h: Identify the effects of the Red Scare on the United States, such as the loyalty review program and the House Un-American Activities Committee. • SS.912.A.6.Su.h: Recognize an effect of the Red Scare on the United States, such as the loyalty review program. • SS.912.A.6.Pa.h: Recognize loyalty to one’s country. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, loyalty review program, House Un-American Activities Committee, McCarthyism (Sen. Joe McCarthy), McCarran Act.</p>
<p>SS.912.A.6.9 :</p>	<p>Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States role in the post-war world.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.A.6.In.i: Identify that the United Nations was formed as an international organization to keep world peace and Mary McLeod Bethune was involved in developing the charter. • SS.912.A.6.Su.i: Recognize a peacekeeping role of the United Nations. • SS.912.A.6.Pa.i: Recognize that countries work together in the

	<p>United Nations.</p> <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, the Declaration of Human Rights.</p>
<p><u>SS.912.A.7.1</u> :</p>	<p>Identify causes for Post-World War II prosperity and its effects on American society. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: <u>Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.912.A.7.In.a</u>: Identify effects of post-World War II prosperity on American society, such as the Baby Boom and the growth of suburbs. • <u>SS.912.A.7.Su.a</u>: Recognize an effect of post-World War II prosperity on American society, such as the Baby Boom or the growth of suburbs. • <u>SS.912.A.7.Pa.a</u>: Recognize a characteristic of post-World War II, such as suburbs and modern appliances. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, G.I. Bill, Baby Boom, growth of suburbs, Beatnik movement, youth culture, religious revivalism (e.g., Billy Graham and Bishop Fulton J. Sheen), conformity of the 1950s and the protest in the 1960s.</p>
<p><u>SS.912.A.7.10</u> :</p>	<p>Analyze the significance of Vietnam and Watergate on the government and people of the United States. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: <u>Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.912.A.7.In.j</u>: Identify the impact of the Vietnam War and Watergate on the United States. • <u>SS.912.A.7.Su.j</u>: Recognize an impact of the Vietnam War and Watergate on the United States.

	<ul style="list-style-type: none"> • SS.912.A.7.Pa.j: Recognize an impact of war on people. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, mistrust of government, reinforcement of freedom of the press, as well as checks and balances, <i>New York Times v. Nixon</i>.</p>
<p>SS.912.A.7.11 :</p>	<p>Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.A.7.In.k: Identify aspects of United States foreign policy as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East. • SS.912.A.7.Su.k: Recognize an aspect of United States foreign policy as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East. • SS.912.A.7.Pa.k: Recognize that the United States has interests in other countries. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, Haiti, Bosnia-Kosovo, Rwanda, Grenada, Camp David Accords, Iran Hostage Crisis, Lebanon, Iran-Iraq War, Reagan Doctrine, Iran-Contra Affair, Persian Gulf War.</p>
<p>SS.912.A.7.12 :</p>	<p>Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.A.7.In.l: Identify political, economic, and social concerns that emerged from the late 1900s to early 2000s. • SS.912.A.7.Su.l: Recognize political, economic, and social

	<p>concerns that emerged from the late 1900s to early 2000s.</p> <ul style="list-style-type: none"> • SS.912.A.7.Pa.l: Recognize a social or economic concern of people. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, AIDS, Green Revolution, outsourcing of jobs, global warming, human rights violations.</p>
<p>SS.912.A.7.13 :</p>	<p>Analyze the attempts to extend New Deal legislation through the Great Society and the successes and failures of these programs to promote social and economic stability.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.A.7.In.m: Identify components of the Great Society program, such as Medicare and Medicaid, urban development, housing, and transit. • SS.912.A.7.Su.m: Recognize a component of the Great Society program, such as Medicare and Medicaid, or housing. • SS.912.A.7.Pa.m: Recognize a social program of the government. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, Civil Rights Act of 1964, Voting Rights Act of 1965, War on Poverty, Medicare, Medicaid, Headstart.</p>
<p>SS.912.A.7.14 :</p>	<p>Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.A.7.In.n: Identify ways the United States participates in the global economy, such as by trading with other countries and

	<p>making trade agreements.</p> <ul style="list-style-type: none"> • SS.912.A.7.Su.n: Recognize a way the United States participates in the global economy, such as by trading with other countries or making trade agreements. • SS.912.A.7.Pa.n: Recognize a product produced in another country. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, NAFTA, World Trade Organization.</p>
<p>SS.912.A.7.15 :</p>	<p>Analyze the effects of foreign and domestic terrorism on the American people.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.A.7.In.o: Identify effects of terrorism in the United States, such as the attacks on September 11, 2001, which led to the wars in Afghanistan and Iraq. • SS.912.A.7.Su.o: Recognize that the United States has been affected by acts of terrorism, such as the attacks on September 11, 2001. • SS.912.A.7.Pa.o: Recognize an act of terrorism, such as September 11, 2001. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, Oklahoma City bombing, attack of September 11, 2001, Patriot Act, wars in Afghanistan and Iraq.</p>
<p>SS.912.A.7.16 :</p>	<p>Examine changes in immigration policy and attitudes toward immigration since 1950.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.</p> <p>Access Points:</p>

	<ul style="list-style-type: none"> • SS.912.A.7.In.p: Identify ways that immigration policy and attitudes have changed since 1950. • SS.912.A.7.Su.p: Recognize that immigration policy and attitudes have changed since 1950. • SS.912.A.7.Pa.p: Recognize that people immigrate to this country.
<p>SS.912.A.7.17 :</p>	<p>Examine key events and key people in Florida history as they relate to United States history.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.A.7.In.q: Identify key events in Florida, such as the construction of Disney World, the growth of the citrus industry, changes in the space program, and immigration. • SS.912.A.7.Su.g: Identify a key event in Florida, such as the construction of Disney World, the growth of the citrus industry, changes in the space program, or immigration. • SS.912.A.7.Pa.g: Recognize a key event in Florida, such as construction of Disney World. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, selection of Central Florida as a location for Disney, growth of the citrus and cigar industries, construction of Interstates, Harry T. Moore, Pork Chop Gang, Claude Pepper, changes in the space program, use of DEET, Hurricane Andrew, the Election of 2000, migration and immigration, Sunbelt state.</p>
<p>SS.912.A.7.2 :</p>	<p>Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.A.7.In.b: Identify the prosperity of different ethnic groups and social classes in the post-World War II period.

	<ul style="list-style-type: none"> • SS.912.A.7.Su.b: Recognize the prosperity of different ethnic groups and social classes in the post-World War II period. • SS.912.A.7.Pa.b: Recognize that different groups of people may be rich or poor.
<p>SS.912.A.7.3 :</p>	<p>Examine the changing status of women in the United States from post-World War II to present.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.A.7.In.c: Identify ways that the role of women in the United States has changed since World War II, such as having more women in the workforce and politics and the use of birth control. • SS.912.A.7.Su.c: Recognize a way that the role of women in the United States has changed since World War II, such as having more women in the workforce and politics or the use of birth control. • SS.912.A.7.Pa.c: Recognize a role of women, such as working outside the home. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, increased numbers of women in the workforce, Civil Rights Act of 1964, <i>The Feminine Mystique</i>, National Organization for Women, <i>Roe v. Wade</i>, Equal Rights Amendment, Title IX, Betty Freidan, Gloria Steinem, Phyllis Schlafly, Billie Jean King, feminism.</p>
<p>SS.912.A.7.4 :</p>	<p>Evaluate the success of 1960s era presidents' foreign and domestic policies.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.A.7.In.d: Examine government policies and programs in the 1960s, such as civil rights legislation, the Space Race, and the

	<p>Great Society.</p> <ul style="list-style-type: none"> • SS.912.A.7.Su.d: Identify a government policy or program in the 1960s, such as civil rights legislation, the Space Race, or the Great Society. • SS.912.A.7.Pa.d: Recognize a government program that helps people. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, civil rights legislation, Space Race, Great Society, War on Poverty.</p>
<p>SS.912.A.7.5 :</p>	<p>Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.A.7.In.e: Identify violent and nonviolent approaches used by groups, such as African Americans, women, Native Americans, and Hispanics, to achieve civil rights. • SS.912.A.7.Su.e: Recognize violent and nonviolent approaches used by groups, such as African Americans, women, Native Americans, and Hispanics, to achieve civil rights. • SS.912.A.7.Pa.e: Recognize that people act in violent and nonviolent ways to bring about change. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, sit-ins, Freedom Rides, boycotts, riots, protest marches.</p>
<p>SS.912.A.7.6 :</p>	<p>Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.A.7.In.f: Identify important acts of key persons and

	<p>organizations in the Civil Rights Movement and Black Power Movement, such as Martin Luther King, Rosa Parks, the NAACP, and Malcolm X.</p> <ul style="list-style-type: none"> • SS.912.A.7.Su.f: Recognize important acts of key persons and organizations in the Civil Rights Movement and Black Power Movement, such as Martin Luther King, Rosa Parks, the NAACP, and Malcolm X. • SS.912.A.7.Pa.f: Recognize that people act in violent and nonviolent ways to bring about change. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, the NAACP, National Urban League, SNCC, CORE, James Farmer, Charles Houston, Thurgood Marshall, Rosa Parks, Constance Baker Motley, the Little Rock Nine, Roy Wilkins, Whitney M. Young, A. Philip Randolph, Dr. Martin Luther King, Jr., Robert F. Williams, Fannie Lou Hamer, Malcolm X [El-Hajj Malik El-Shabazz], Stokely Carmichael [Kwame Ture], H. Rap Brown [Jamil Abdullah Al-Amin], the Black Panther Party [e.g., Huey P. Newton, Bobby Seale].</p>
<p>SS.912.A.7.7 :</p>	<p>Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.A.7.In.g: Identify ways African Americans, whites, and other groups joined together to bring about changes in integration and equal rights, such as the Freedom Rides and the March on Washington. • SS.912.A.7.Su.g: Recognize ways African Americans, whites, and other groups joined together to bring about changes in integration and equal rights, such as the Freedom Rides and the March on Washington. • SS.912.A.7.Pa.g: Recognize that people act in violent and nonviolent ways to bring about change. <p>Remarks/Examples</p>

	<p>Examples may include, but are not limited to, Freedom Summer, Freedom Rides, Montgomery Bus Boycott, Tallahassee Bus Boycott of 1956, March on Washington.</p>
<p>SS.912.A.7.8 :</p>	<p>Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.A.7.In.h: Identify the importance of landmark Supreme Court cases, such as integration—Brown v. Board of Education (1954), affirmative action—Regents of the University of California v. Bakke (1978), rights of the accused—Gideon v. Wainright (1963), and reproductive rights—Roe v. Wade (1973). • SS.912.A.7.Su.h: Recognize the importance of landmark Supreme Court cases, such as integration—Brown v. Board of Education (1954), affirmative action—Regents of the University of California v. Bakke (1978), rights of the accused—Gideon v. Wainright (1963), and reproductive rights—Roe v. Wade (1973). • SS.912.A.7.Pa.h: Recognize that Supreme Court cases have important outcomes that affect all citizens. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, Plessy v. Ferguson [1896], Brown v. Board of Education [1954], Swann v. Charlotte-Mecklenburg Board of Education [1971], Regents of the University of California v. Bakke [1978], Miranda v. Arizona [1966], Gideon v. Wainright [1963], Mapp v. Ohio [1961], and Roe v. Wade [1973].</p>
<p>SS.912.A.7.9 :</p>	<p>Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.</p> <p>Access Points:</p>

	<ul style="list-style-type: none"> • SS.912.A.7.In.i: Identify social movements of the 1960s and 1970s, such as reimbursement for Native American lands, working conditions of Hispanics and bilingual and bicultural education, and women’s rights. • SS.912.A.7.Su.i: Recognize social movements of the 1960s and 1970s, such as reimbursement for Native American lands, working conditions of Hispanics and bilingual and bicultural education, and women’s rights. • SS.912.A.7.Pa.i: Recognize that people work together for positive change.
<p>SS.912.G.1.2 :</p>	<p>Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand how to use maps and other geographic representations, tools, and technology to report information.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.G.1.In.b: Use spatial perspective and appropriate geographic terms and tools to organize and identify information about a location. • SS.912.G.1.Su.b: Use spatial perspective and appropriate geographic terms and tools to identify information about a location. • SS.912.G.1.Pa.b: Associate terms used by geographers with places, people, or the environment.
<p>SS.912.G.1.3 :</p>	<p>Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand how to use maps and other geographic representations, tools, and technology to report information.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.G.1.In.c: Use applicable units of measurement and scale to determine the distance between two places on a map or globe to solve simple problems. • SS.912.G.1.Su.c: Use applicable units of measurement to identify the distance between two places on a map to solve simple problems.

	<ul style="list-style-type: none"> • SS.912.G.1.Pa.c: Use positional words to identify a relative location on a map.
<p>SS.912.G.2.1 :</p>	<p>Identify the physical characteristics and the human characteristics that define and differentiate regions.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand physical and cultural characteristics of places.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.G.2.In.a: Identify physical characteristics—such as climate and terrain, and human elements—such as religion and economy, that explain settlement patterns in the United States regions over time. • SS.912.G.2.Su.a: Recognize physical characteristics—such as climate and terrain, and human elements—such as religion and economy, that affected where people settled in the United States. • SS.912.G.2.Pa.a: Recognize the effect of a physical characteristic of a place on people. <p>Remarks/Examples</p> <p>Examples of physical characteristics are climate, terrain, resources. Examples of human characteristics are religion, government, economy, demography.</p>
<p>SS.912.G.4.2 :</p>	<p>Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the characteristics, distribution, and migration of human populations.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.G.4.In.b: Use geographic terms and tools to describe the push/pull factors contributing to human migration. • SS.912.G.4.Su.b: Use geographic terms and tools to identify the push/pull factors contributing to human migration. • SS.912.G.4.Pa.b: Recognize a cause of migration.

<p><u>SS.912.G.4.3</u> :</p>	<p>Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: <u>Understand the characteristics, distribution, and migration of human populations.</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.912.G.4.In.c</u>: Use geographic terms and tools to examine effects of migration on the place of origin and destination. • <u>SS.912.G.4.Su.c</u>: Use geographic terms and tools to identify an effect of migration on the place of origin and destination. • <u>SS.912.G.4.Pa.c</u>: Recognize an effect of migration.
<p><u>SS.912.H.1.1</u> :</p>	<p>Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: <u>Identify and analyze the historical, social, and cultural contexts of the arts.</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.912.H.1.In.a</u>: Identify works in the arts, including architecture, music, and visual arts, from time periods, such as Classical, Renaissance, Modern, and Contemporary. • <u>SS.912.H.1.Su.a</u>: Recognize works in the arts, including music and visual arts, from a time period, such as Classical, Renaissance, or Contemporary. • <u>SS.912.H.1.Pa.a</u>: Recognize a characteristic of a work in the arts from a time period. <p>Remarks/Examples</p> <p>Examples are Bronze Age, Ming Dynasty, Classical, Renaissance, Modern, and Contemporary.</p>
<p><u>SS.912.H.1.3</u> :</p>	<p>Relate works in the arts to various cultures. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: <u>Identify and analyze the historical, social, and cultural contexts of the arts.</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.912.H.1.In.c</u>: Identify works in the arts from various cultures, such as African, Asian, European, the Americas, and Middle

	<p>Eastern.</p> <ul style="list-style-type: none"> • SS.912.H.1.Su.c: Recognize works in the arts from various cultures, such as African, Asian, the Americas, and Middle Eastern. • SS.912.H.1.Pa.c: Recognize a characteristic of a work in the arts from a time period. <p>Remarks/Examples</p> <p>Examples are African, Asian, Oceanic, European, the Americas, Middle Eastern, Egyptian, Greek, Roman.</p>
<p>SS.912.H.1.5 :</p>	<p>Examine artistic response to social issues and new ideas in various cultures.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Identify and analyze the historical, social, and cultural contexts of the arts.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.H.1.In.e: Identify ways historical events, social context, culture, and government are reflected in works of art, such as imperial Roman sculpture, the Palace of Versailles, and the layout of Washington, DC. • SS.912.H.1.Su.e: Recognize that works of art reflect events, cultures, or government. • SS.912.H.1.Pa.e: Recognize a characteristic of a work in the arts from a time period. <p>Remarks/Examples</p> <p>Examples are Victor Hugo's Les Miserables, Langston Hughes' poetry, Pete Seeger's Bring 'Em Home.</p>
<p>SS.912.H.3.1 :</p>	<p>Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Understand how transportation, trade, communication, science, and technology influence the progression and regression of cultures.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.H.3.In.a: Identify effects of transportation, trade, communication, science, and technology on the preservation of a culture and its diffusion to other locations. • SS.912.H.3.Su.a: Recognize an effect of transportation, trade,

communication, science, or technology on the diffusion of a culture to another location.

- **SS.912.H.3.Pa.a**: Recognize that communication helps spread ideas to other cultures.



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Belongs to: [Reading Comprehension](#)

Access Points:

- [LA.910.1.7.In.d](#): Identify cause and effect relationships in stories and informational text.
- [LA.910.1.7.Su.d](#): Identify explicit cause/effect relationships in stories and informational text.
- [LA.910.1.7.Pa.d](#): Use pictures or symbols paired with words to achieve desired cause/effect outcomes in school activities.

[LA.910.1.7.5](#) :

The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Reading Comprehension](#)

Access Points:

- [LA.910.1.7.In.e](#): Identify a variety of text structures (e.g. comparison/contrast, cause/ effect relationships, chronological order, lists) using strategies, including graphic organizers and structured note-making, and describe how they impact meaning in text.
- [LA.910.1.7.Su.d](#): Identify explicit cause/effect relationships in stories and informational text.
- [LA.910.1.7.Pa.d](#): Use pictures or symbols paired with words to achieve desired cause/effect outcomes in school activities.

[LA.910.1.7.6](#) :

The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Reading Comprehension](#)

Access Points:

- [LA.910.1.7.In.f](#): Identify the theme in fiction or nonfiction selections.
- [LA.910.1.7.Su.e](#): Identify fiction or nonfiction selections based on a theme (e.g. bravery, friendship).
- [LA.910.1.7.Pa.c](#): Recognize details and what happened in read-aloud stories and informational text.

[LA.910.1.7.7](#) :

The student will compare and contrast elements in multiple texts; and

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Reading Comprehension](#)

Access Points:

- [LA.910.1.7.In.g](#): Identify similarities and differences in characters, actions, or settings or main idea and details in two texts.

- [LA.910.1.7.Su.f](#): Identify similarities and differences and sequence of events in stories and informational text using strategies, including graphic organizers.
- [LA.910.1.7.Pa.c](#): Recognize details and what happened in read-aloud stories and informational text.

[LA.910.1.7.8](#) :

The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Reading Comprehension](#)

Access Points:

- [LA.910.1.7.In.h](#): Use strategies to repair comprehension, including but not limited to rereading, checking context clues, structured note-making, using graphic organizers, questioning, and requesting assistance for clarification.
- [LA.910.1.7.Su.g](#): Use strategies to repair comprehension, including but not limited to rereading, context clues, predicting, using graphic organizers, and checking own understanding when reminded.
- [LA.910.1.7.Pa.e](#): Use resources when necessary to clarify meaning of pictures, symbols, or words in school activities.

[LA.910.2.1.1](#) :

The student will analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text;

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Fiction](#)

Access Points:

- [LA.910.2.1.In.a](#): Describe distinguishing features of works of various genres of literature (e.g. fiction, poetry, drama).
- [LA.910.2.1.Su.a](#): Identify differences in characteristics of works of literature of various genres (e.g. fiction, poetry, drama).
- [LA.910.2.1.Pa.a](#): Identify characters, objects, actions, and settings in read-aloud literature from various genres (e.g. fiction, poetry, drama).

[LA.910.2.1.10](#) :

The student will select a variety of age and ability appropriate fiction materials to read based on knowledge of authors styles, themes, and genres to expand the core foundation of knowledge necessary to connect topics and function as a fully literate member of a shared culture.

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Fiction](#)

Access Points:

- [LA.910.2.1.In.j](#): Select a variety of fiction materials and genres based on interest and recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture.
- [LA.910.2.1.Su.j](#): Select a variety of fiction materials based on interest and recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture.
- [LA.910.2.1.Pa.d](#): Select fiction materials based on interest and recommendations to expand the core foundation of knowledge necessary to function as a member of a shared culture.

[LA.910.2.1.2](#) :

The student will analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict);

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Fiction](#)

Access Points:

- [LA.910.2.1.In.b](#): Identify literary elements (e.g. character development, setting, plot structures, theme, word choice) in a variety of literary works.
- [LA.910.2.1.Su.b](#): Identify characters, setting, problem/ solution, and theme in literary works.
- [LA.910.2.1.Pa.a](#): Identify characters, objects, actions, and settings in read-aloud literature from various genres (e.g. fiction, poetry, drama).

[LA.910.2.1.3](#) :

The student will explain how meaning is enhanced through various features of poetry, including sound (e.g., rhythm, repetition, alliteration, consonance, assonance), structure (e.g., meter, rhyme scheme), and graphic elements (e.g., line length, punctuation, word position);

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Fiction](#)

Access Points:

- [LA.910.2.1.In.c](#): Describe how literary devices (e.g. sound, figurative language, graphics) convey mood and meaning in poetry.
- [LA.910.2.1.Su.c](#): Identify literary devices (e.g. sound, descriptive language) used in poetry.
- [LA.910.2.1.Pa.b](#): Recognize sounds, symbols, and words that describe people, objects, actions, and feelings in read-aloud literature.

[LA.910.2.1.4](#) :

The student will identify and analyze universal themes and symbols across genres and historical periods, and explain their significance;

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Fiction](#)

Access Points:

- [LA.910.2.1.In.d](#): Identify a common theme in more than one literary genre.
- [LA.910.2.1.Su.d](#): Identify a common theme in more than one literary work.
- [LA.910.2.1.Pa.c](#): Use pictures, symbols, and words to describe characters, objects, and actions and settings in read-aloud literature.

[LA.910.2.1.5](#) :

The student will analyze and develop an interpretation of a literary work by describing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery);

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Fiction](#)

Access Points:

- [LA.910.2.1.In.e](#): Describe the literary elements (e.g. character development, setting, plot structure, theme, word choice) in a literature selection.
- [LA.910.2.1.Su.e](#): Describe the use of characters, setting, problem/solution, and theme in a literature selection.
- [LA.910.2.1.Pa.c](#): Use pictures, symbols, and words to describe characters, objects, and actions and settings in read-aloud literature.

[LA.910.2.1.6](#) :

The student will create a complex, multi-genre response to the reading of two or more literary works, describing and analyzing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery), and analyzing an authors development of time and sequence through the use of complex literary devices such as foreshadowing and flashback;

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Fiction](#)

Access Points:

- [LA.910.2.1.In.f](#): Describe how literary elements and a literary device in a selection connect to life experiences and impact the reader with support from the text or other sources.
- [LA.910.2.1.Su.f](#): Describe how the characters, setting, problem/solution, or theme and the use of descriptive language in a selection connect to life experiences.
- [LA.910.2.1.Pa.c](#): Use pictures, symbols, and words to describe characters, objects, and actions and settings in read-aloud literature.

[LA.910.2.1.7](#) :

The student will analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts;

Course: 7920025 Access Integrated Science 1-

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse1770.aspx>

BASIC INFORMATION

Course Title:	Access Integrated Science 1
Course Number:	7920025
Course Abbreviated Title:	ACCESS INTEG SCI 1
Course Path:	Section: Exceptional Student Education Grade Group: Senior High and Adult Subject: Academics - Subject Areas
Number of Credits:	Course may be taken for up to two credits
Course length:	Year (Y)
Course Type:	Core
Status:	State Board Approved
Requires Highly Qualified Teacher(HQT)?	Yes
Course Size?	Yes
No Child Left Behind (NCLB)?	Yes
General Notes:	Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent), which reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with

significant cognitive disabilities.

Science is the study of living and non-living systems and how they interact with one another in logical and organized ways (cause and effect). It explains the orderly nature of the world around us and reinforces the calculable, rather than random, nature of life. With such knowledge, the way each of us interacts with our environment becomes more predictable. When people can predict outcomes in life, they gain control of their environment, their fears, and their destiny.

Additionally, scientific inquiry provides students with a systematic approach to posing questions and seeking answers through observation and data collection. While the process may appear lofty for students with significant cognitive disabilities, observing and collecting data on life's activities brings relevance to otherwise detached events and provides experience on which to base predictions and analyze consequences of actions. Knowing how to respond to a set of circumstances depends on how well we understand the nature of those circumstances.

Regardless of the specific discipline, the study of science creates a rational, organized, and predictable framework for interacting with the world around us. The result is an increased sense of control over the environment and a reduced sense of helplessness, both of which are essential for willful participation in life.

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of Integrated Science. Understanding the characteristics of and dynamic relationship between energy, matter, life and the environment improves the ability to predict how we impact our surroundings and prepares us to respond to and interact with the forces and objects of nature. The content should include, but not be limited to:

- Biological, physical, and chemical characteristics of matter
- Characteristics of energy transmission
- Practical application of electric and magnetic phenomena
- Interaction of matter and energy
- Characteristics of life
- Equilibrium of Earth's biotic community

RELATED ACCESS POINTS: Independent(36) Supported(36) Participatory(32) Core Content Connector(0)

<p>SC.912.E.5.1 :</p>	<p>Cite evidence used to develop and verify the scientific theory of the Big Bang (also known as the Big Bang Theory) of the origin of the universe.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Earth in Space and Time</p> <p>Access Points:</p> <ul style="list-style-type: none">• SC.912.E.5.In.1: Recognize that the Milky Way is part of the expanding universe.• SC.912.E.5.Su.1: Recognize that the universe consists of many galaxies, including the Milky Way.• SC.912.E.5.Pa.1: Recognize that when objects move away from each other, the distance between them expands. <p>Remarks/Examples</p> <p>Explain evidence to support the formation of the universe, which has been expanding for approximately 15 billion year (e.g. ratio of gases, red-shift from distant galaxies, and cosmic background radiation).</p>
<p>SC.912.E.5.2 :</p>	<p>Identify patterns in the organization and distribution of matter in the universe and the forces that determine them.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Earth in Space and Time</p> <p>Access Points:</p> <ul style="list-style-type: none">• SC.912.E.5.In.1: Recognize that the Milky Way is part of the expanding universe.• SC.912.E.5.Su.1: Recognize that the universe consists of many galaxies, including the Milky Way.• SC.912.E.5.Pa.1: Recognize that when objects move away from each other, the distance between them expands.

Course: Social Studies: 9-12- 7921010

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3591.aspx>

BASIC INFORMATION

Course Title:	Social Studies: 9-12
Course Number:	7921010
Course Abbreviated Title:	SS: 9-12
Course Path:	Section: Exceptional Student Education Grade Group: Senior High and Adult Subject: Academics - Subject Areas
Number of Credits:	Multiple Credit (more than 1 credit)
Status:	State Board Approved
Version Description:	<p>A. Major Concepts/Content. The purpose of this course is to develop an understanding of history, geography, economics, and government to enable students with disabilities to function at their highest levels and prepare to participate effectively in postschool adult living and the world of work.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none">- 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 <p>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.</p>

Course: 7921015 Access United States Government -

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse1805.aspx>

BASIC INFORMATION

Course Title:	Access United States Government
Course Number:	7921015
Course Abbreviated Title:	ACCESS US GOVT
Course Path:	Section: Exceptional Student Education Grade Group: Senior High and Adult Subject: Academics - Subject Areas
Number of Credits:	Multiple Credit (more than 1 credit)
Course length:	Multiple (M) - Course length can vary
Status:	State Board Approved
General Notes:	<p>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.</p> <p>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</p>

Course: 7921022 Access Economics with Financial Literacy

BASIC INFORMATION

Course Title:	Access Economics with Financial Literacy
Course Number:	7921022
Course Abbreviated Title:	ACCESS ECON FIN LIT
Course Path:	Section: Exceptional Student Education Grade Group: Senior High and Adult Subject: Academics - Subject Areas
Number of Credits:	Multiple Credit (more than 1 credit)
Course length:	Multiple (M) - Course length can vary
Status:	State Board Approved
General Notes:	<p>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.</p> <p>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</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 Economics with Financial Literacy

Major Concepts/Content: Access Economics with Financial Literacy consists of the following content area strands: Economics, Geography, and Financial Literacy. The content is intended to develop or expand the student's understanding of:

- 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

RELATED ACCESS POINTS: Independent(37) Supported(37) Participatory(37) Core Content Connector(0)

[SS.912.E.1.1](#) :

Identify the factors of production and why they are necessary for the

	<p>production of goods and services. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the development of a market economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.E.1.In.a: Identify examples of factors of production, such as land, labor, and capital. • SS.912.E.1.Su.a: Recognize examples of factors of production, such as land, labor, and capital. • SS.912.E.1.Pa.a: Recognize that products are made from resources. <p>Remarks/Examples</p> <p>Examples are land, labor, capital, entrepreneurship.</p>
<p>SS.912.E.1.10 :</p>	<p>Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the development of a market economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.E.1.In.j: Identify that the government uses taxation and oversight of government spending to support the economy. • SS.912.E.1.Su.j: Recognize that the government uses tax money to support the economy. • SS.912.E.1.Pa.j: Recognize that the government makes rules about money.
<p>SS.912.E.1.11 :</p>	<p>Explain how the Federal Reserve uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the development of a market economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.E.1.In.k: Identify that the Federal Reserve controls

	<p>interest rates to affect economic growth.</p> <ul style="list-style-type: none"> • SS.912.E.1.Su.k: Recognize that the bank of the federal government (Federal Reserve) controls some interest rates. • SS.912.E.1.Pa.k: Recognize that the government makes rules about money.
<p>SS.912.E.1.12 :</p>	<p>Examine the four phases of the business cycle (peak, contraction - unemployment, trough, expansion - inflation). Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the development of a market economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.E.1.In.l: Identify changes in the business cycle, such as peak, contraction-unemployment, trough, and expansion-inflation. • SS.912.E.1.Su.l: Recognize changes in the business cycle, such as peak, contraction-unemployment, trough, and expansion-inflation. • SS.912.E.1.Pa.l: Recognize a change in the business cycle, such as growth (peak).
<p>SS.912.E.1.13 :</p>	<p>Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the development of a market economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.E.1.In.m: Describe the basic functions of money in the United States. • SS.912.E.1.Su.m: Identify the basic functions of money in the United States. • SS.912.E.1.Pa.m: Recognize a use for money in the United States.
<p>SS.912.E.1.14 :</p>	<p>Compare credit, savings, and investment services available to the consumer from financial institutions. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the development of</p>

	<p>a market economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.E.1.In.n: Identify major differences between credit, savings, and investment services. • SS.912.E.1.Su.n: Recognize a credit and savings service. • SS.912.E.1.Pa.n: Recognize that money in a bank can be withdrawn.
<p>SS.912.E.1.15 :</p>	<p>Describe the risk and return profiles of various investment vehicles and the importance of diversification.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Understand the fundamental concepts relevant to the development of a market economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.E.1.In.o: Identify sources of information on investments, such as stocks, bonds, and mutual funds. • SS.912.E.1.Su.o: Recognize the purpose of saving and investing money. • SS.912.E.1.Pa.o: Recognize the purpose of saving money. <p>Remarks/Examples</p> <hr/> <p>Examples are savings accounts, certificates of deposit, stocks, bonds, mutual funds, Individual Retirement Accounts.</p>
<p>SS.912.E.1.16 :</p>	<p>Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Understand the fundamental concepts relevant to the development of a market economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.E.1.In.p: Identify a budget plan that includes wages for a specific career, ongoing expenses, and a plan for purchasing a major item. • SS.912.E.1.Su.p: Recognize a budget plan that includes wages and essential expenses, such as food and housing. • SS.912.E.1.Pa.p: Recognize a plan (budget) to save and spend

	<p>money.</p> <p>Remarks/Examples</p> <p>Examples of a career path are university student, trade school student, food service employee, retail employee, laborer, armed forces enlisted personnel.</p> <p>Examples of a budget plan are housing expenses, furnishing, utilities, food costs, transportation, and personal expenses - medical, clothing, grooming, entertainment and recreation, and gifts and contributions.</p> <p>Examples of a credit plan are interest rates, credit scores, payment plan.</p>
<p>SS.912.E.1.2 :</p>	<p>Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Understand the fundamental concepts relevant to the development of a market economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.E.1.In.b: Identify the impact of scarcity, choice, and opportunity costs on the production of goods and services. • SS.912.E.1.Su.b: Identify an example of scarcity, choice, and trade-offs in the production of goods. • SS.912.E.1.Pa.b: Recognize examples of scarcity and choice.
<p>SS.912.E.1.3 :</p>	<p>Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Understand the fundamental concepts relevant to the development of a market economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.E.1.In.c: Identify differences in the major characteristics of the market, command, and mixed economic systems. • SS.912.E.1.Su.c: Recognize a major characteristic of the market and the command economic systems.

	<ul style="list-style-type: none"> • SS.912.E.1.Pa.c: Recognize that goods are produced because people want or need them (supply and demand).
<p>SS.912.E.1.4 :</p>	<p>Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the development of a market economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.E.1.In.d: Describe how the interaction between supply and demand affects the price of a product. • SS.912.E.1.Su.d: Identify examples of the interaction between supply and demand. • SS.912.E.1.Pa.d: Recognize that goods are produced because people want or need them (supply and demand).
<p>SS.912.E.1.5 :</p>	<p>Compare different forms of business organizations.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the development of a market economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.E.1.In.e: Identify forms of business organization, such as sole proprietorship, partnership, and corporation. • SS.912.E.1.Su.e: Recognize forms of business organization, such as sole proprietorship, partnership, or corporation. • SS.912.E.1.Pa.e: Recognize that some businesses are owned by people. <p>Remarks/Examples</p> <hr/> <p>Examples are sole proprietorship, partnership, corporation, limited liability corporation.</p>
<p>SS.912.E.1.6 :</p>	<p>Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p>

	<p>Belongs to: Understand the fundamental concepts relevant to the development of a market economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.E.1.In.f: Identify differences between a monopoly and pure competition market structure. • SS.912.E.1.Su.f: Recognize a difference between a monopoly and pure competition market structure. • SS.912.E.1.Pa.f: Recognize a basic characteristic of a market structure, such as buyers and sellers.
<p>SS.912.E.1.7 :</p>	<p>Graph and explain how firms determine price and output through marginal cost analysis.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Understand the fundamental concepts relevant to the development of a market economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.E.1.In.g: Identify factors that determine the price of a good or service, such as fixed and variable costs. • SS.912.E.1.Su.g: Recognize factors that determine the price of a good or service, such as fixed costs. • SS.912.E.1.Pa.g: Recognize that goods are produced because people want or need them (supply and demand).
<p>SS.912.E.1.8 :</p>	<p>Explain ways firms engage in price and nonprice competition.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Understand the fundamental concepts relevant to the development of a market economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.E.1.In.h: Identify characteristics of price and non-price competition, such as discounts and rebates, and quality and extra service. • SS.912.E.1.Su.h: Recognize an example of price and non-price competition, such as discounts or extra service. • SS.912.E.1.Pa.h: Recognize that products have different prices.
<p>SS.912.F.1.9 :</p>	<p>Describe how the earnings of workers are determined.</p>

	<p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the development of a market economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.E.1.In.i: Identify factors that determine the earnings of workers, such as minimum wage, the market value of the product, and worker productivity. • SS.912.E.1.Su.j: Recognize that the earnings of workers reflect worker productivity. • SS.912.E.1.Pa.i: Recognize that workers receive wages. <p>Remarks/Examples</p> <hr/> <p>Examples are minimum wage, the market value of the product produced, workers' productivity.</p>
<p>SS.912.E.2.1 :</p>	<p>Identify and explain broad economic goals. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.E.2.In.a: Identify broad economic goals, such as freedom, security, and full employment. • SS.912.E.2.Su.a: Recognize a broad economic goal, such as full employment. • SS.912.E.2.Pa.a: Recognize a reason for employment. <p>Remarks/Examples</p> <hr/> <p>Examples are freedom, efficiency, equity, security, growth, price stability, full employment.</p>
<p>SS.912.E.2.10 :</p>	<p>Describe the organization and functions of the Federal Reserve System. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.E.2.In.j: Identify a function of the Federal Reserve

	<p>System, such as to control interest rates and the money supply and supervise banking institutions.</p> <ul style="list-style-type: none"> • SS.912.E.2.Su.j: Recognize a function of the Federal Reserve System, such as to control interest rates. • SS.912.E.2.Pa.j: Recognize that the government controls money.
<p>SS.912.E.2.11 :</p>	<p>Assess the economic impact of negative and positive externalities on the local, state, and national environment. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.E.2.In.k: Describe an example of the economic impact of positive and negative side effects (externalities) on the environment. • SS.912.E.2.Su.k: Identify an example of the economic impact of a positive and negative side effect (externality) on the environment. • SS.912.E.2.Pa.k: Recognize a positive or negative side effect (externality) of producing goods. <p>Remarks/Examples</p> <p>Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.</p>
<p>SS.912.E.2.12 :</p>	<p>Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.E.2.In.l: Identify the flow of money in a local economy, including the individual and household, businesses, banks, government, and international trade. • SS.912.E.2.Su.l: Recognize the movement of money in a local economy, including the individual and household, businesses, banks, and government.

	<ul style="list-style-type: none"> • SS.912.E.2.Pa.l: Recognize that money moves from buyer to seller.
<p>SS.912.E.2.2 :</p>	<p>Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.E.2.In.b: Identify a public policy issue that affects the student's community and potential consequences, such as rezoning for housing and businesses or building new roads. • SS.912.E.2.Su.b: Recognize a public policy issue that affects the student's community and a possible consequence, such as planning for new houses. • SS.912.E.2.Pa.b: Recognize the value of a community project, such as recycling.
<p>SS.912.E.2.3 :</p>	<p>Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.E.2.In.c: Describe contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States. • SS.912.E.2.Su.c: Identify contributions of an entrepreneur, inventor, and other key individual from various gender, social, and ethnic backgrounds in the development of the United States. • SS.912.E.2.Pa.c: Recognize an individual who has contributed to the United States.

<p><u>SS.912.E.2.4 :</u></p>	<p>Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: <u>Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.912.E.2.In.d</u>: Identify examples of government wage and price controls, such as minimum wage and rent control. • <u>SS.912.E.2.Su.d</u>: Recognize examples of government wage and price controls, such as minimum wage and rent control. • <u>SS.912.E.2.Pa.d</u>: Recognize that government sets the minimum wage. <p>Remarks/Examples</p> <hr/> <p>Examples are shortage, surplus, other inefficiencies.</p>
<p><u>SS.912.E.2.5 :</u></p>	<p>Analyze how capital investments may impact productivity and economic growth.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: <u>Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.912.E.2.In.e</u>: Identify how investment in factories, machinery, technology, or people can impact productivity. • <u>SS.912.E.2.Su.e</u>: Recognize that investment in factories, machinery, technology, or people can impact productivity. • <u>SS.912.E.2.Pa.e</u>: Recognize that investment may increase productivity. <p>Remarks/Examples</p> <hr/> <p>Examples are factories, machinery, technology, people.</p>
<p><u>SS.912.E.2.6 :</u></p>	<p>Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: <u>Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.</u></p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.E.2.In.f: Identify the purpose of natural monopolies regulated by the government, such as electricity and water. • SS.912.E.2.Su.f: Recognize examples of a natural monopoly, such as electricity and water. • SS.912.E.2.Pa.f: Recognize an example of a natural monopoly, such as electricity or water. <p>Remarks/Examples</p> <p>Examples are electric, water, cable, waste management.</p>
<p>SS.912.E.2.7 :</p>	<p>Identify the impact of inflation on society. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.E.2.In.g: Identify a common impact of inflation on society. • SS.912.E.2.Su.g: Recognize a common impact of inflation on society. • SS.912.E.2.Pa.g: Recognize that the cost of items can increase.
<p>SS.912.E.2.8 :</p>	<p>Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive). Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.E.2.In.h: Identify different types of taxes, such as income, sales, and social security. • SS.912.E.2.Su.h: Recognize different types of taxes, such as income, sales, and social security. • SS.912.E.2.Pa.h: Recognize a tax, such as sales tax. <p>Remarks/Examples</p>

	<p>Examples are income, sales, social security.</p>
<p>SS.912.E.2.9 :</p>	<p>Analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.E.2.In.i: Recognize the relationship between government spending and taxation and the economy. • SS.912.E.2.Su.i: Recognize that government spending and taxation affects the economy. • SS.912.E.2.Pa.i: Recognize that the government spends money.
<p>SS.912.E.3.1 :</p>	<p>Demonstrate the impact of inflation on world economies. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.E.3.In.a: Identify the impact of inflation on world economies, such as oil prices and the Great Depression. • SS.912.E.3.Su.a: Recognize an impact of inflation on the economy, such as oil prices. • SS.912.E.3.Pa.a: Recognize that costs of goods and services change over time. <p>Remarks/Examples</p> <p>Examples are oil prices, 1973 oil crisis, Great Depression, World War II.</p>
<p>SS.912.E.3.2 :</p>	<p>Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.</p> <p>Access Points:</p>

	<ul style="list-style-type: none"> • SS.912.E.3.In.b: Identify economic advantages a country may have when trading with another country, such as abundant natural resources and a cheap labor force. • SS.912.E.3.Su.b: Recognize examples of economic advantages a country may have when trading with another country, such as abundant natural resources. • SS.912.E.3.Pa.b: Recognize the advantage of a trade.
<p>SS.912.E.3.3 :</p>	<p>Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.E.3.In.c: Identify examples of barriers to trade, such as quotas and tariffs. • SS.912.E.3.Su.c: Recognize a barrier to trade, such as quotas and tariffs. • SS.912.E.3.Pa.c: Recognize a disadvantage (barrier) of a trade. <p>Remarks/Examples</p> <p>Examples are NAFTA, CAFTA. Examples are quotas, tariffs.</p>
<p>SS.912.E.3.4 :</p>	<p>Assess the economic impact of negative and positive externalities on the international environment. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.E.3.In.d: Identify an example of the economic impact of positive and negative side effects (externalities) on the international environment. • SS.912.E.3.Su.d: Recognize an example of the economic impact of a positive and negative side effect (externality) on the international environment. • SS.912.E.3.Pa.d: Recognize a positive or negative side effect (externality) of producing goods in the international

	<p>environment.</p> <p>Remarks/Examples</p> <p>Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.</p>
<p>SS.912.E.3.5 :</p>	<p>Compare the current United States economy with other developed and developing nations. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.E.3.In.e: Identify differences in the economies of the United States and another country, such as the standard of living and productivity. • SS.912.E.3.Su.e: Recognize a characteristic of another country's economy, such as the standard of living. • SS.912.E.3.Pa.e: Recognize an economic characteristic of daily living, such as the cost of housing. <p>Remarks/Examples</p> <p>Examples are standard of living, exchange rates, productivity, gross domestic product.</p>
<p>SS.912.E.3.6 :</p>	<p>Differentiate and draw conclusions about historical economic thought theorized by economists. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.E.3.In.f: Identify that economics involves the study of how people and countries make decisions about the use of scarce resources in the most efficient way. • SS.912.E.3.Su.f: Recognize that economics involves the study of how people and countries make decisions about the use of scarce resources in the most efficient way. • SS.912.E.3.Pa.f: Recognize that people study the economy.

	<p>Remarks/Examples</p> <p>Examples are Adam Smith, Malthus, Ricardo, Keynes, Friedman, Say, Gilder.</p>
<p>SS.912.G.2.2 :</p>	<p>Describe the factors and processes that contribute to the differences between developing and developed regions of the world. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand physical and cultural characteristics of places.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.G.2.In.b: Recognize factors and processes that contribute to differences between developing and developed regions of the world. • SS.912.G.2.Su.b: Recognize a factor that contributes to differences between developing and developed regions of the world. • SS.912.G.2.Pa.b: Recognize a characteristic of development.
<p>SS.912.G.3.3 :</p>	<p>Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the relationships between the Earth's ecosystems and the populations that dwell within them.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.G.3.In.c: Use geographic terms and tools to identify different opinions on the use of renewable and non-renewable resources in Florida, the United States, and the world. • SS.912.G.3.Su.c: Use geographic terms and tools to recognize ways that people have used renewable and non-renewable resources in Florida, the United States, or the world. • SS.912.G.3.Pa.c: Recognize a way to recycle resources.
<p>SS.912.G.4.4 :</p>	<p>Use geographic terms and tools to analyze case studies of issues in globalization. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the characteristics, distribution, and migration of human populations.</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.912.G.4.In.d</u>: Use geographic terms and tools to identify issues in globalization, such as outsourcing and unfair treatment of certain population groups. • <u>SS.912.G.4.Su.d</u>: Use geographic terms and tools to recognize an issue in globalization, such as outsourcing or unfair treatment of certain population groups. • <u>SS.912.G.4.Pa.d</u>: Recognize an effect of globalization. <p>Remarks/Examples</p> <p>Examples are cultural imperialism, outsourcing.</p>
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<u>MA.912.F.1.1:</u>	<p>Explain the difference between simple and compound interest.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>MA.912.F.1.In.c</u>: Add the amount of a loan and amount of interest charged to determine the total amount of money to be repaid. • <u>MA.912.F.1.Su.c</u>: Identify interest rates used in real-world situations. • <u>MA.912.F.1.Pa.a</u>: Recognize that some items cost more than others.
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<u>MA.912.F.3.2:</u>	<p>Analyze credit scores and reports.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>MA.912.F.3.In.e</u>: Identify reasons for paying bills on time and the effects of late payments or nonpayment. • <u>MA.912.F.3.Su.c</u>: Identify the effects of not paying bills on time. • <u>MA.912.F.3.Pa.a</u>: Recognize that a predetermined amount of money can be used to pay for an item in common purchasing situations.
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<u>MA.912.F.3.3:</u>	<p>Calculate the finance charges and total amount due on a credit card bill.</p> <p>Access Points:</p>
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	<ul style="list-style-type: none"> • <u>MA.912.F.3.In.b</u>: Identify advantages and disadvantages of using alternate forms for payment, such as checks, gift cards, debit cards, and credit cards. • <u>MA.912.F.3.Su.b</u>: Identify examples of alternate forms of payment, including debit cards, checks, gift cards, and credit cards. • <u>MA.912.F.3.Pa.a</u>: Recognize that a predetermined amount of money can be used to pay for an item in common purchasing situations.
<p><u>MA.912.F.3.4:</u></p>	<p>Compare the advantages and disadvantages of deferred payments.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>MA.912.F.3.In.d</u>: Recognize that deferred payments result in extra charges, such as increased interest rates. • <u>MA.912.F.3.Su.a</u>: Use wise consumer strategies for paying with cash, such as rounding to the next dollar. • <u>MA.912.F.3.Pa.a</u>: Recognize that a predetermined amount of money can be used to pay for an item in common purchasing situations.
<p><u>MA.912.F.3.5:</u></p>	<p>Calculate deferred payments.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>MA.912.F.3.In.c</u>: Identify finance charges as extra amounts added to cost of items that are not paid for on time. • <u>MA.912.F.3.Su.c</u>: Identify the effects of not paying bills on time. • <u>MA.912.F.3.Pa.a</u>: Recognize that a predetermined amount of money can be used to pay for an item in common purchasing situations.
<p><u>MA.912.F.3.6:</u></p>	<p>Calculate total cost of purchasing consumer durables over time given different down payments, financing options, and fees.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>MA.912.F.3.In.a</u>: Identify wise consumer strategies for cash purchases, such as counting change, rounding up, and adding the tax. • <u>MA.912.F.3.Su.a</u>: Use wise consumer strategies for paying with cash, such as rounding to the next dollar.

	<ul style="list-style-type: none"> • <u>MA.912.F.3.Pa.a</u>: Recognize that a predetermined amount of money can be used to pay for an item in common purchasing situations.
<p><u>MA.912.F.3.9:</u></p>	<p>Calculate the total amount to be paid over the life of a fixed rate loan.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>MA.912.F.3.In.b</u>: Identify advantages and disadvantages of using alternate forms for payment, such as checks, gift cards, debit cards, and credit cards. • <u>MA.912.F.3.Su.b</u>: Identify examples of alternate forms of payment, including debit cards, checks, gift cards, and credit cards. • <u>MA.912.F.3.Pa.a</u>: Recognize that a predetermined amount of money can be used to pay for an item in common purchasing situations.
<p><u>MA.912.F.3.10:</u></p>	<p>Calculate the effects on the monthly payment in the change of interest rate based on an adjustable rate mortgage.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>MA.912.F.3.In.c</u>: Identify finance charges as extra amounts added to cost of items that are not paid for on time. • <u>MA.912.F.3.Su.c</u>: Identify the effects of not paying bills on time. • <u>MA.912.F.3.Pa.a</u>: Recognize that a predetermined amount of money can be used to pay for an item in common purchasing situations.
<p><u>MA.912.F.3.11:</u></p>	<p>Calculate the final pay out amount for a balloon mortgage.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>MA.912.F.3.In.f</u>: Identify resources and strategies for purchasing costly items, such as a car and a house. • <u>MA.912.F.3.Su.c</u>: Identify the effects of not paying bills on time. • <u>MA.912.F.3.Pa.a</u>: Recognize that a predetermined amount of money can be used to pay for an item in common purchasing situations.
<p><u>MA.912.F.3.12:</u></p>	<p>Compare the cost of paying a higher interest rate and lower points versus a lower interest rate and more points.</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • <u>MA.912.F.3.In.c</u>: Identify finance charges as extra amounts added to cost of items that are not paid for on time. • <u>MA.912.F.3.Su.c</u>: Identify the effects of not paying bills on time. • <u>MA.912.F.3.Pa.a</u>: Recognize that a predetermined amount of money can be used to pay for an item in common purchasing situations.
<p><u>MA.912.F.3.13:</u></p>	<p>Calculate the total amount paid for the life of a loan for a house including the down payment, points, fees, and interest.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>MA.912.F.3.In.f</u>: Identify resources and strategies for purchasing costly items, such as a car and a house. • <u>MA.912.F.3.Su.a</u>: Use wise consumer strategies for paying with cash, such as rounding to the next dollar. • <u>MA.912.F.3.Pa.a</u>: Recognize that a predetermined amount of money can be used to pay for an item in common purchasing situations.
<p><u>MA.912.F.3.14:</u></p>	<p>Compare the total cost for a set purchase price using a fixed rate, adjustable rate, and a balloon mortgage.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>MA.912.F.3.In.d</u>: Recognize that deferred payments result in extra charges, such as increased interest rates. • <u>MA.912.F.3.Su.c</u>: Identify the effects of not paying bills on time. • <u>MA.912.F.3.Pa.a</u>: Recognize that a predetermined amount of money can be used to pay for an item in common purchasing situations.
<p><u>MA.912.F.4.8:</u></p>	<p>Collect, organize, and interpret data to determine an effective retirement savings plan to meet personal financial goals.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>MA.912.F.4.In.c</u>: Identify differences in methods for saving money, such as a savings account, money market account, or savings bonds.

	<ul style="list-style-type: none"> • <u>MA.912.F.4.Su.c</u>: Identify a method for saving money, such as a savings account. • <u>MA.912.F.4.Pa.a</u>: Identify common items or services that have a cost.
<p><u>MA.912.F.4.9:</u></p>	<p>Calculate, compare, and contrast different types of retirement plans, including IRAs, ROTH accounts, and annuities.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>MA.912.F.4.In.c</u>: Identify differences in methods for saving money, such as a savings account, money market account, or savings bonds. • <u>MA.912.F.4.Su.c</u>: Identify a method for saving money, such as a savings account. • <u>MA.912.F.4.Pa.a</u>: Identify common items or services that have a cost.
<p><u>MA.912.F.4.10:</u></p>	<p>Analyze diversification in investments.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>MA.912.F.4.In.c</u>: Identify differences in methods for saving money, such as a savings account, money market account, or savings bonds. • <u>MA.912.F.4.Su.c</u>: Identify a method for saving money, such as a savings account. • <u>MA.912.F.4.Pa.a</u>: Identify common items or services that have a cost.
<p><u>MA.912.F.4.11:</u></p>	<p>Purchase stock with a set amount of money, and follow the process through gains, losses, and selling.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>MA.912.F.4.In.d</u>: Identify reliable sources to assist with personal money management, tax preparation, and financial decisions. • <u>MA.912.F.4.Su.d</u>: Identify reliable sources of assistance for personal money management and financial decisions. • <u>MA.912.F.4.Pa.a</u>: Identify common items or services that have a cost.
<p><u>MA.912.F.4.12:</u></p>	<p>Compare and contrast income from purchase of common stock,</p>

	<p>preferred stock, and bonds.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>MA.912.F.4.In.c</u>: Identify differences in methods for saving money, such as a savings account, money market account, or savings bonds. • <u>MA.912.F.4.Su.c</u>: Identify a method for saving money, such as a savings account. • <u>MA.912.F.4.Pa.a</u>: Identify common items or services that have a cost.
<p><u>MA.912.F.4.13:</u></p>	<p>Given current exchange rates be able to convert from one form of currency to another.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>MA.912.F.4.In.d</u>: Identify reliable sources to assist with personal money management, tax preparation, and financial decisions. • <u>MA.912.F.4.Su.d</u>: Identify reliable sources of assistance for personal money management and financial decisions. • <u>MA.912.F.4.Pa.a</u>: Identify common items or services that have a cost.
<p><u>MA.912.F.4.14:</u></p>	<p>Use data to compare historical rates of return on investments with investment claims to make informed decisions and identify potential fraud.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>MA.912.F.4.In.d</u>: Identify reliable sources to assist with personal money management, tax preparation, and financial decisions. • <u>MA.912.F.4.Su.d</u>: Identify reliable sources of assistance for personal money management and financial decisions. • <u>MA.912.F.4.Pa.a</u>: Identify common items or services that have a cost.

Course: 7921020 Access Economics-

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse1807.aspx>

BASIC INFORMATION

Course Title:	Access Economics
Course Number:	7921020
Course Abbreviated Title:	ACCESS ECON
Course Path:	Section: Exceptional Student Education Grade Group: Senior High and Adult Subject: Academics - Subject Areas
Number of Credits:	Multiple Credit (more than 1 credit)
Course length:	Multiple (M) - Course length can vary
Status:	State Board Approved
General Notes:	<p>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.</p> <p>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</p>

	<p>friendship, a family, a school, a community, a country, or a world.</p> <p>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.</p> <p>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.</p> <p>Access Economics</p> <p>Major Concepts/Content: Access Economics consists of the following content area strands: Economics and Geography. The content is intended to develop or expand the student’s understanding of:</p> <ul style="list-style-type: none"> • 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
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RELATED ACCESS POINTS: Independent(37) Supported(37) Participatory(37) Core Content Connector(0)

SS.912.E.1.1 :	Identify the factors of production and why they are necessary for the production of goods and services.
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	<p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the development of a market economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.E.1.In.a: Identify examples of factors of production, such as land, labor, and capital. • SS.912.E.1.Su.a: Recognize examples of factors of production, such as land, labor, and capital. • SS.912.E.1.Pa.a: Recognize that products are made from resources. <p>Remarks/Examples</p> <p>Examples are land, labor, capital, entrepreneurship.</p>
<p>SS.912.E.1.10 :</p>	<p>Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the development of a market economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.E.1.In.j: Identify that the government uses taxation and oversight of government spending to support the economy. • SS.912.E.1.Su.j: Recognize that the government uses tax money to support the economy. • SS.912.E.1.Pa.j: Recognize that the government makes rules about money.
<p>SS.912.E.1.11 :</p>	<p>Explain how the Federal Reserve uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the development of a market economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.E.1.In.k: Identify that the Federal Reserve controls interest rates to affect economic growth.

	<ul style="list-style-type: none"> • SS.912.E.1.Su.k: Recognize that the bank of the federal government (Federal Reserve) controls some interest rates. • SS.912.E.1.Pa.k: Recognize that the government makes rules about money.
<p>SS.912.E.1.12 :</p>	<p>Examine the four phases of the business cycle (peak, contraction - unemployment, trough, expansion - inflation). Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the development of a market economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.E.1.In.l: Identify changes in the business cycle, such as peak, contraction-unemployment, trough, and expansion-inflation. • SS.912.E.1.Su.l: Recognize changes in the business cycle, such as peak, contraction-unemployment, trough, and expansion-inflation. • SS.912.E.1.Pa.l: Recognize a change in the business cycle, such as growth (peak).
<p>SS.912.E.1.13 :</p>	<p>Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the development of a market economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.E.1.In.m: Describe the basic functions of money in the United States. • SS.912.E.1.Su.m: Identify the basic functions of money in the United States. • SS.912.E.1.Pa.m: Recognize a use for money in the United States.
<p>SS.912.E.1.14 :</p>	<p>Compare credit, savings, and investment services available to the consumer from financial institutions. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the development of a market economy.</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.E.1.In.n: Identify major differences between credit, savings, and investment services. • SS.912.E.1.Su.n: Recognize a credit and savings service. • SS.912.E.1.Pa.n: Recognize that money in a bank can be withdrawn.
<p>SS.912.E.1.15 :</p>	<p>Describe the risk and return profiles of various investment vehicles and the importance of diversification. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the development of a market economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.E.1.In.o: Identify sources of information on investments, such as stocks, bonds, and mutual funds. • SS.912.E.1.Su.o: Recognize the purpose of saving and investing money. • SS.912.E.1.Pa.o: Recognize the purpose of saving money. <p>Remarks/Examples</p> <p>Examples are savings accounts, certificates of deposit, stocks, bonds, mutual funds, Individual Retirement Accounts.</p>
<p>SS.912.E.1.16 :</p>	<p>Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the development of a market economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.E.1.In.p: Identify a budget plan that includes wages for a specific career, ongoing expenses, and a plan for purchasing a major item. • SS.912.E.1.Su.p: Recognize a budget plan that includes wages and essential expenses, such as food and housing. • SS.912.E.1.Pa.p: Recognize a plan (budget) to save and spend

	<p>money.</p> <p>Remarks/Examples</p> <p>Examples of a career path are university student, trade school student, food service employee, retail employee, laborer, armed forces enlisted personnel.</p> <p>Examples of a budget plan are housing expenses, furnishing, utilities, food costs, transportation, and personal expenses - medical, clothing, grooming, entertainment and recreation, and gifts and contributions.</p> <p>Examples of a credit plan are interest rates, credit scores, payment plan.</p>
<p>SS.912.E.1.2 :</p>	<p>Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Understand the fundamental concepts relevant to the development of a market economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.E.1.In.b: Identify the impact of scarcity, choice, and opportunity costs on the production of goods and services. • SS.912.E.1.Su.b: Identify an example of scarcity, choice, and trade-offs in the production of goods. • SS.912.E.1.Pa.b: Recognize examples of scarcity and choice.
<p>SS.912.E.1.3 :</p>	<p>Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Understand the fundamental concepts relevant to the development of a market economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.E.1.In.c: Identify differences in the major characteristics of the market, command, and mixed economic systems. • SS.912.E.1.Su.c: Recognize a major characteristic of the market and the command economic systems.

	<ul style="list-style-type: none"> • SS.912.E.1.Pa.c: Recognize that goods are produced because people want or need them (supply and demand).
<p>SS.912.E.1.4 :</p>	<p>Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the development of a market economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.E.1.In.d: Describe how the interaction between supply and demand affects the price of a product. • SS.912.E.1.Su.d: Identify examples of the interaction between supply and demand. • SS.912.E.1.Pa.d: Recognize that goods are produced because people want or need them (supply and demand).
<p>SS.912.E.1.5 :</p>	<p>Compare different forms of business organizations.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the development of a market economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.E.1.In.e: Identify forms of business organization, such as sole proprietorship, partnership, and corporation. • SS.912.E.1.Su.e: Recognize forms of business organization, such as sole proprietorship, partnership, or corporation. • SS.912.E.1.Pa.e: Recognize that some businesses are owned by people. <p>Remarks/Examples</p> <p>Examples are sole proprietorship, partnership, corporation, limited liability corporation.</p>
<p>SS.912.E.1.6 :</p>	<p>Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p>

	<p>Belongs to: Understand the fundamental concepts relevant to the development of a market economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.E.1.In.f: Identify differences between a monopoly and pure competition market structure. • SS.912.E.1.Su.f: Recognize a difference between a monopoly and pure competition market structure. • SS.912.E.1.Pa.f: Recognize a basic characteristic of a market structure, such as buyers and sellers.
<p>SS.912.E.1.7 :</p>	<p>Graph and explain how firms determine price and output through marginal cost analysis.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Understand the fundamental concepts relevant to the development of a market economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.E.1.In.g: Identify factors that determine the price of a good or service, such as fixed and variable costs. • SS.912.E.1.Su.g: Recognize factors that determine the price of a good or service, such as fixed costs. • SS.912.E.1.Pa.g: Recognize that goods are produced because people want or need them (supply and demand).
<p>SS.912.E.1.8 :</p>	<p>Explain ways firms engage in price and nonprice competition.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Understand the fundamental concepts relevant to the development of a market economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.E.1.In.h: Identify characteristics of price and non-price competition, such as discounts and rebates, and quality and extra service. • SS.912.E.1.Su.h: Recognize an example of price and non-price competition, such as discounts or extra service. • SS.912.E.1.Pa.h: Recognize that products have different prices.
<p>SS.912.F.1.9 •</p>	<p>Describe how the earnings of workers are determined.</p>

	<p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the development of a market economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.E.1.In.i: Identify factors that determine the earnings of workers, such as minimum wage, the market value of the product, and worker productivity. • SS.912.E.1.Su.j: Recognize that the earnings of workers reflect worker productivity. • SS.912.E.1.Pa.i: Recognize that workers receive wages. <p>Remarks/Examples</p> <p>Examples are minimum wage, the market value of the product produced, workers' productivity.</p>
<p>SS.912.E.2.1 :</p>	<p>Identify and explain broad economic goals. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.E.2.In.a: Identify broad economic goals, such as freedom, security, and full employment. • SS.912.E.2.Su.a: Recognize a broad economic goal, such as full employment. • SS.912.E.2.Pa.a: Recognize a reason for employment. <p>Remarks/Examples</p> <p>Examples are freedom, efficiency, equity, security, growth, price stability, full employment.</p>
<p>SS.912.E.2.10 :</p>	<p>Describe the organization and functions of the Federal Reserve System. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.E.2.In.j: Identify a function of the Federal Reserve

	<p>System, such as to control interest rates and the money supply and supervise banking institutions.</p> <ul style="list-style-type: none"> • SS.912.E.2.Su.j: Recognize a function of the Federal Reserve System, such as to control interest rates. • SS.912.E.2.Pa.j: Recognize that the government controls money.
<p>SS.912.E.2.11 :</p>	<p>Assess the economic impact of negative and positive externalities on the local, state, and national environment. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.E.2.In.k: Describe an example of the economic impact of positive and negative side effects (externalities) on the environment. • SS.912.E.2.Su.k: Identify an example of the economic impact of a positive and negative side effect (externality) on the environment. • SS.912.E.2.Pa.k: Recognize a positive or negative side effect (externality) of producing goods. <p>Remarks/Examples</p> <p>Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.</p>
<p>SS.912.E.2.12 :</p>	<p>Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.E.2.In.l: Identify the flow of money in a local economy, including the individual and household, businesses, banks, government, and international trade. • SS.912.E.2.Su.l: Recognize the movement of money in a local economy, including the individual and household, businesses, banks, and government.

	<ul style="list-style-type: none"> • SS.912.E.2.Pa.l: Recognize that money moves from buyer to seller.
<p>SS.912.E.2.2 :</p>	<p>Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.E.2.In.b: Identify a public policy issue that affects the student's community and potential consequences, such as rezoning for housing and businesses or building new roads. • SS.912.E.2.Su.b: Recognize a public policy issue that affects the student's community and a possible consequence, such as planning for new houses. • SS.912.E.2.Pa.b: Recognize the value of a community project, such as recycling.
<p>SS.912.E.2.3 :</p>	<p>Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.E.2.In.c: Describe contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States. • SS.912.E.2.Su.c: Identify contributions of an entrepreneur, inventor, and other key individual from various gender, social, and ethnic backgrounds in the development of the United States. • SS.912.E.2.Pa.c: Recognize an individual who has contributed to the United States.

<p>SS.912.E.2.4 :</p>	<p>Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.E.2.In.d: Identify examples of government wage and price controls, such as minimum wage and rent control. • SS.912.E.2.Su.d: Recognize examples of government wage and price controls, such as minimum wage and rent control. • SS.912.E.2.Pa.d: Recognize that government sets the minimum wage. <p>Remarks/Examples</p> <p>Examples are shortage, surplus, other inefficiencies.</p>
<p>SS.912.E.2.5 :</p>	<p>Analyze how capital investments may impact productivity and economic growth.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.E.2.In.e: Identify how investment in factories, machinery, technology, or people can impact productivity. • SS.912.E.2.Su.e: Recognize that investment in factories, machinery, technology, or people can impact productivity. • SS.912.E.2.Pa.e: Recognize that investment may increase productivity. <p>Remarks/Examples</p> <p>Examples are factories, machinery, technology, people.</p>
<p>SS.912.E.2.6 :</p>	<p>Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.E.2.In.f: Identify the purpose of natural monopolies regulated by the government, such as electricity and water. • SS.912.E.2.Su.f: Recognize examples of a natural monopoly, such as electricity and water. • SS.912.E.2.Pa.f: Recognize an example of a natural monopoly, such as electricity or water. <p>Remarks/Examples</p> <p>Examples are electric, water, cable, waste management.</p>
<p>SS.912.E.2.7 :</p>	<p>Identify the impact of inflation on society. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.E.2.In.g: Identify a common impact of inflation on society. • SS.912.E.2.Su.g: Recognize a common impact of inflation on society. • SS.912.E.2.Pa.g: Recognize that the cost of items can increase.
<p>SS.912.E.2.8 :</p>	<p>Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive). Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.E.2.In.h: Identify different types of taxes, such as income, sales, and social security. • SS.912.E.2.Su.h: Recognize different types of taxes, such as income, sales, and social security. • SS.912.E.2.Pa.h: Recognize a tax, such as sales tax. <p>Remarks/Examples</p>

	<p>Examples are income, sales, social security.</p>
<p>SS.912.E.2.9 :</p>	<p>Analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.E.2.In.i: Recognize the relationship between government spending and taxation and the economy. • SS.912.E.2.Su.i: Recognize that government spending and taxation affects the economy. • SS.912.E.2.Pa.i: Recognize that the government spends money.
<p>SS.912.E.3.1 :</p>	<p>Demonstrate the impact of inflation on world economies. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.E.3.In.a: Identify the impact of inflation on world economies, such as oil prices and the Great Depression. • SS.912.E.3.Su.a: Recognize an impact of inflation on the economy, such as oil prices. • SS.912.E.3.Pa.a: Recognize that costs of goods and services change over time. <p>Remarks/Examples</p> <p>Examples are oil prices, 1973 oil crisis, Great Depression, World War II.</p>
<p>SS.912.E.3.2 :</p>	<p>Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.</p> <p>Access Points:</p>

	<ul style="list-style-type: none"> • SS.912.E.3.In.b: Identify economic advantages a country may have when trading with another country, such as abundant natural resources and a cheap labor force. • SS.912.E.3.Su.b: Recognize examples of economic advantages a country may have when trading with another country, such as abundant natural resources. • SS.912.E.3.Pa.b: Recognize the advantage of a trade.
<p>SS.912.E.3.3 :</p>	<p>Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.E.3.In.c: Identify examples of barriers to trade, such as quotas and tariffs. • SS.912.E.3.Su.c: Recognize a barrier to trade, such as quotas and tariffs. • SS.912.E.3.Pa.c: Recognize a disadvantage (barrier) of a trade. <p>Remarks/Examples</p> <p>Examples are NAFTA, CAFTA. Examples are quotas, tariffs.</p>
<p>SS.912.E.3.4 :</p>	<p>Assess the economic impact of negative and positive externalities on the international environment. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.E.3.In.d: Identify an example of the economic impact of positive and negative side effects (externalities) on the international environment. • SS.912.E.3.Su.d: Recognize an example of the economic impact of a positive and negative side effect (externality) on the international environment. • SS.912.E.3.Pa.d: Recognize a positive or negative side effect (externality) of producing goods in the international

	<p>environment.</p> <p>Remarks/Examples</p> <p>Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.</p>
<p><u>SS.912.E.3.5 :</u></p>	<p>Compare the current United States economy with other developed and developing nations. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: <u>Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.912.E.3.In.e:</u> Identify differences in the economies of the United States and another country, such as the standard of living and productivity. • <u>SS.912.E.3.Su.e:</u> Recognize a characteristic of another country's economy, such as the standard of living. • <u>SS.912.E.3.Pa.e:</u> Recognize an economic characteristic of daily living, such as the cost of housing. <p>Remarks/Examples</p> <p>Examples are standard of living, exchange rates, productivity, gross domestic product.</p>
<p><u>SS.912.E.3.6 :</u></p>	<p>Differentiate and draw conclusions about historical economic thought theorized by economists. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: <u>Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.912.E.3.In.f:</u> Identify that economics involves the study of how people and countries make decisions about the use of scarce resources in the most efficient way. • <u>SS.912.E.3.Su.f:</u> Recognize that economics involves the study of how people and countries make decisions about the use of scarce resources in the most efficient way. • <u>SS.912.E.3.Pa.f:</u> Recognize that people study the economy.

	<p>Remarks/Examples</p> <p>Examples are Adam Smith, Malthus, Ricardo, Keynes, Friedman, Say, Gilder.</p>
<p>SS.912.G.2.2 :</p>	<p>Describe the factors and processes that contribute to the differences between developing and developed regions of the world. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand physical and cultural characteristics of places.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.G.2.In.b: Recognize factors and processes that contribute to differences between developing and developed regions of the world. • SS.912.G.2.Su.b: Recognize a factor that contributes to differences between developing and developed regions of the world. • SS.912.G.2.Pa.b: Recognize a characteristic of development.
<p>SS.912.G.3.3 :</p>	<p>Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the relationships between the Earth's ecosystems and the populations that dwell within them.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.G.3.In.c: Use geographic terms and tools to identify different opinions on the use of renewable and non-renewable resources in Florida, the United States, and the world. • SS.912.G.3.Su.c: Use geographic terms and tools to recognize ways that people have used renewable and non-renewable resources in Florida, the United States, or the world. • SS.912.G.3.Pa.c: Recognize a way to recycle resources.
<p>SS.912.G.4.4 :</p>	<p>Use geographic terms and tools to analyze case studies of issues in globalization. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the characteristics, distribution, and migration of human populations.</p>

Access Points:

- [SS.912.G.4.In.d](#): Use geographic terms and tools to identify issues in globalization, such as outsourcing and unfair treatment of certain population groups.
- [SS.912.G.4.Su.d](#): Use geographic terms and tools to recognize an issue in globalization, such as outsourcing or unfair treatment of certain population groups.
- [SS.912.G.4.Pa.d](#): Recognize an effect of globalization.

Remarks/Examples

Examples are cultural imperialism, outsourcing.



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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 United States Government

Major Concepts/Content: Access United States Government consists of the following content area strands: Civics and Government and Geography. The content is intended to develop or expand the student's understanding of:

- Origins and purposes of government, law, and the American political system
- Roles, rights, and responsibilities of United States citizens
- Principles, functions, and organization of government
- United States foreign policy
- Characteristics, distribution, and migration of human populations
- Human actions that can impact the environment

RELATED ACCESS POINTS: Independent(42) Supported(42) Participatory(42) Core Content Connector(0)

<p><u>SS.912.C.1.1 :</u></p>	<p>Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: <u>Demonstrate an understanding of the origins and purposes of government, law, and the American political system.</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.912.C.1.In.a:</u> Identify the influence of founding principles in American government, such as civic participation and voting, representative legislative bodies, and rule of law. • <u>SS.912.C.1.Su.a:</u> Recognize the influence of founding principles in American government, such as civic participation and voting, representative legislative bodies, or rule of law. • <u>SS.912.C.1.Pa.a:</u> Recognize civic participation as a founding principle of American government.
<p><u>SS.912.C.1.2 :</u></p>	<p>Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: <u>Demonstrate an understanding of the origins and purposes of government, law, and the American political system.</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.912.C.1.In.b:</u> Identify principles of natural rights, individual rights, and government of the people (popular sovereignty) reflected in the Declaration of Independence. • <u>SS.912.C.1.Su.b:</u> Recognize principles of natural rights and government of the people reflected in the Declaration of Independence. • <u>SS.912.C.1.Pa.b:</u> Recognize government of the people as a principle of the Declaration of Independence.
<p><u>SS.912.C.1.3 :</u></p>	<p>Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: <u>Demonstrate an understanding of the origins and purposes of government, law, and the American political system.</u></p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.C.1.In.c: Identify principles of natural rights, individual rights, and government of the people (popular sovereignty) reflected in the Declaration of Independence. • SS.912.C.1.Su.c: Recognize principles of natural rights and government of the people reflected in the Declaration of Independence. • SS.912.C.1.Pa.c: Recognize government of the people as a principle of the Declaration of Independence.
<p>SS.912.C.1.4 :</p>	<p>Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the origins and purposes of government, law, and the American political system.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.C.1.In.d: Identify major debates and compromises in the process of writing and adopting the Constitution, such as plans developed by various states, the Great Compromise—the formation of the House and Senate, and the promise of the Bill of Rights. • SS.912.C.1.Su.d: Recognize that there were compromises in developing the Constitution, such as the Great Compromise—the formation of the House and Senate—and the promise of the Bill of Rights. • SS.912.C.1.Pa.d: Recognize that forming the American government involved a compromise.
<p>SS.912.C.1.5 :</p>	<p>Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the origins and purposes of government, law, and the American political system.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.C.1.In.e: Identify the importance of the political principles reflected in the Constitution, such as rule of law,

	<p>separation of powers, checks and balances, and representative government (republicanism).</p> <ul style="list-style-type: none"> • SS.912.C.1.Su.e: Recognize examples of practices that reflect political principles in the Constitution, such as representative government, respecting the law, and functions of the three branches of government. • SS.912.C.1.Pa.e: Recognize a practice that reflects government by the people (democracy) in the Constitution.
<p>SS.912.C.2.1 :</p>	<p>Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.C.2.In.a: Describe the differences between a citizen and a noncitizen and ways people can become citizens of a country, such as by birth or naturalization. • SS.912.C.2.Su.a: Identify the differences between a citizen and a noncitizen. • SS.912.C.2.Pa.a: Recognize a difference between a citizen and a noncitizen.
<p>SS.912.C.2.10 :</p>	<p>Monitor current public issues in Florida. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.C.2.In.j: Identify current public issues in Florida. • SS.912.C.2.Su.j: Recognize current public issues in Florida. • SS.912.C.2.Pa.j: Recognize a current public issue in Florida. <p>Remarks/Examples</p> <p>Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</p>

<p><u>SS.912.C.2.11</u> :</p>	<p>Analyze public policy solutions or courses of action to resolve a local, state, or federal issue. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: <u>Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.912.C.2.In.k</u>: Describe a solution to resolve a public issue. • <u>SS.912.C.2.Su.k</u>: Identify a solution to resolve a public issue. • <u>SS.912.C.2.Pa.k</u>: Recognize a solution to a public issue.
<p><u>SS.912.C.2.12</u> :</p>	<p>Explain the changing roles of television, radio, press, and Internet in political communication. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: <u>Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.912.C.2.In.l</u>: Identify the role of television, radio, the press, and the Internet in political communications. • <u>SS.912.C.2.Su.l</u>: Recognize the role of television, radio, and the press in political communications. • <u>SS.912.C.2.Pa.l</u>: Recognize forms of political communication, such as television, magazines, or newspapers.
<p><u>SS.912.C.2.13</u> :</p>	<p>Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: <u>Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.912.C.2.In.m</u>: Identify various forms of political communication, such as campaign advertisements, political speech, and political cartoons, and identify their accuracy or emotional appeal. • <u>SS.912.C.2.Su.m</u>: Recognize a form of political communication, such as a campaign advertisement, political

	<p>speech, or political cartoon, and identify its emotional appeal.</p> <ul style="list-style-type: none"> • SS.912.C.2.Pa.m: Recognize forms of political communications, such as television, magazines, or newspapers. <p>Remarks/Examples</p> <p>Examples are political cartoons, propaganda, campaign advertisements, political speeches, electronic bumper stickers, blogs, media.</p>
<p>SS.912.C.2.14 :</p>	<p>Evaluate the processes and results of an election at the state or federal level. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.C.2.In.n: Identify the process and results of an election. • SS.912.C.2.Su.n: Recognize the campaign, voting, and results of an election. • SS.912.C.2.Pa.n: Recognize voting and results of an election.
<p>SS.912.C.2.15 :</p>	<p>Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.C.2.In.o: Identify the role of political parties, special interest groups, and media in shaping public policy. • SS.912.C.2.Su.o: Identify the role of political parties and media in shaping public policy. • SS.912.C.2.Pa.o: Recognize that media influences government.
<p>SS.912.C.2.16 :</p>	<p>Analyze trends in voter turnout. Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p>

	<p>Belongs to: Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.C.2.In.p: Identify the process and results of an election. • SS.912.C.2.Su.p: Recognize the campaign, voting, and results of an election. • SS.912.C.2.Pa.p: Recognize voting and results of an election. <p>Remarks/Examples</p> <p>Examples are youth voter turnout, issue-based voting.</p>
<p>SS.912.C.2.2 :</p>	<p>Evaluate the importance of political participation and civic participation.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.C.2.In.b: Identify examples of political participation and civic participation, such as registering to vote, keeping informed, communicating with elected officials, and participating in political campaigns. • SS.912.C.2.Su.b: Recognize examples of political participation and civic participation, such as registering to vote, keeping informed, communicating with elected officials, and participating in political campaigns. • SS.912.C.2.Pa.b: Recognize ways to participate in the political process.
<p>SS.912.C.2.3 :</p>	<p>Experience the responsibilities of citizens at the local, state, or federal levels.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.</p> <p>Access Points:</p>

	<ul style="list-style-type: none"> • SS.912.C.2.In.c: Identify examples of political participation and civic participation, such as registering to vote, keeping informed, communicating with elected officials, and participating in political campaigns. • SS.912.C.2.Su.c: Recognize examples of political participation and civic participation, such as registering to vote, keeping informed, communicating with elected officials, and participating in political campaigns. • SS.912.C.2.Pa.c: Recognize ways to participate in the political process. <p>Remarks/Examples</p> <p>Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</p>
<p>SS.912.C.2.4 :</p>	<p>Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.C.2.In.d: Identify a position on issues that cause the government to balance the interests of individuals with the public good, such as for or against recycling, curfews, and building regulations. • SS.912.C.2.Su.d: Recognize a position on issues that cause the government to balance the interests of individuals with the public good, such as for or against recycling and curfews. • SS.912.C.2.Pa.d: Recognize an issue that causes the government to balance the interests of individuals with the public good, such as recycling.
<p>SS.912.C.2.5 :</p>	<p>Conduct a service project to further the public good.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the</p>

	<p>political system.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.C.2.In.e: Engage in a service project to further the public good, such as at school, community, state, and national levels. • SS.912.C.2.Su.e: Assist with a service project to further the public good, such as at school, community, state, and national levels. • SS.912.C.2.Pa.e: Participate in a service project to further the public good, such as at school, community, state, and national levels. <p>Remarks/Examples</p> <p>Examples are school, community, state, national, international.</p>
<p>SS.912.C.2.6 :</p>	<p>Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.C.2.In.f: Defend a position about individual rights protected by the Constitution and Bill of Rights. • SS.912.C.2.Su.f: Identify a position about individual rights protected by the Constitution and Bill of Rights. • SS.912.C.2.Pa.f: Recognize an individual right protected by the Constitution.
<p>SS.912.C.2.7 :</p>	<p>Explain why rights have limits and are not absolute. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.C.2.In.g: Identify a reason why rights have limits and

	<p>are not absolute, such as speech and gun possession.</p> <ul style="list-style-type: none"> • SS.912.C.2.Su.g: Recognize that some rights are limited, such as speech or gun possession. • SS.912.C.2.Pa.g: Recognize that rights have limits. <p>Remarks/Examples</p> <p>Examples are speech, search and seizure, religion, gun possession.</p>
<p>SS.912.C.2.8 :</p>	<p>Analyze the impact of citizen participation as a means of achieving political and social change.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.C.2.In.h: Identify examples of citizen participation, such as email, protests, demonstrations, and letters to the editor, to achieve change. • SS.912.C.2.Su.h: Recognize examples of citizen participation, such as demonstrations, protests, and letters to the editor, to achieve change. • SS.912.C.2.Pa.h: Recognize a demonstration or protest to achieve change. <p>Remarks/Examples</p> <p>Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.</p>
<p>SS.912.C.2.9 :</p>	<p>Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.C.2.In.i: Identify the expansion of civil rights as reflected in the Declaration of Independence, the Constitution and its amendments, and the Voting Rights Act

	<p>of 1965.</p> <ul style="list-style-type: none"> • SS.912.C.2.Su.i: Recognize the expansion of civil rights as reflected in the Constitution and its amendments. • SS.912.C.2.Pa.i: Recognize examples of civil rights. <p>Remarks/Examples</p> <p>Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.</p>
<p>SS.912.C.3.1 :</p>	<p>Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the principles, functions, and organization of government.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.C.3.In.a: Identify principles of the Constitution that limit the power of the government, such as rule of law, individual rights, and consent of the governed. • SS.912.C.3.Su.a: Recognize principles of the Constitution that limit the power of the government, such as rule of law, individual rights, or consent of the governed. • SS.912.C.3.Pa.a: Recognize that the government has limits on its power.
<p>SS.912.C.3.10 :</p>	<p>Evaluate the significance and outcomes of landmark Supreme Court cases.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the principles, functions, and organization of government.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.C.3.In.j: Identify the importance of landmark Supreme Court cases, such as Plessy v. Ferguson, United States v. Nixon, and Roe v. Wade. • SS.912.C.3.Su.j: Recognize the importance of landmark Supreme Court cases, such as United States v. Nixon and Roe v. Wade.

	<ul style="list-style-type: none"> • SS.912.C.3.Pa.j: Recognize that Supreme Court cases have important outcomes that affect all citizens. <p>Remarks/Examples</p> <p>Examples are Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, Tinker v. Des Moines, Hazelwood v. Kuhlmer, United States v. Nixon, Roe v. Wade, Bush v. Gore, Texas v. Johnson, Mapp v. Ohio, McCulloch v. Maryland, District of Columbia v. Heller.</p>
<p>SS.912.C.3.11 :</p>	<p>Contrast how the Constitution safeguards and limits individual rights. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the principles, functions, and organization of government.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.C.3.In.k: Identify that the Constitution safeguards and limits rights. • SS.912.C.3.Su.k: Recognize that the Constitution safeguards and limits rights. • SS.912.C.3.Pa.k: Recognize that the government protects rights.
<p>SS.912.C.3.12 :</p>	<p>Simulate the judicial decision-making process in interpreting law at the state and federal level. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the principles, functions, and organization of government.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.C.3.In.l: Identify the structure and function of the judicial branch of the government as identified in the Constitution. • SS.912.C.3.Su.l: Identify the function of the judicial branch of the government as identified in the Constitution. • SS.912.C.3.Pa.l: Recognize that the judicial branch of government interprets laws.
<p>SS.912.C.3.13 :</p>	<p>Illustrate examples of how government affects the daily lives of</p>

	<p>citizens at the local, state, and national levels. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the principles, functions, and organization of government.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.C.3.In.m: Identify the effects of government on the daily lives of citizens at the local, state, and national level. • SS.912.C.3.Su.m: Recognize an effect of government on the daily lives of citizens at the local, state, and national level. • SS.912.C.3.Pa.m: Recognize an effect of government on the daily lives of citizens. <p>Remarks/Examples</p> <p>Examples are education, transportation, crime prevention, funding of services.</p>
<p>SS.912.C.3.14 :</p>	<p>Examine constitutional powers (expressed, implied, concurrent, reserved). Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the principles, functions, and organization of government.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.C.3.In.n: Identify examples of the use of constitutional powers, such as being limited to the federal government, shared by both federal and state government, or limited to state governments. • SS.912.C.3.Su.n: Recognize examples of the use of constitutional powers, such as specifying powers of the federal and state governments. • SS.912.C.3.Pa.n: Recognize an example of a power granted to the national government and not the state government, such as printing money.
<p>SS.912.C.3.15 :</p>	<p>Examine how power and responsibility are distributed, shared, and limited by the Constitution. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the principles, functions, and organization of government.</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.C.3.In.o: Identify examples of the use of constitutional powers, such as being limited to the federal government, shared by both federal and state government, or limited to state governments. • SS.912.C.3.Su.o: Recognize examples of the use of constitutional powers, such as specifying powers of the federal and state governments. • SS.912.C.3.Pa.o: Recognize an example of a power granted to the national government and not the state government, such as printing money.
<p>SS.912.C.3.2 :</p>	<p>Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the principles, functions, and organization of government.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.C.3.In.b: Identify examples of the powers granted and denied states and the national government, such as the national government may not change state boundaries or violate the Bill of Rights and state governments may not print money or suspend a person’s rights without due process. • SS.912.C.3.Su.b: Recognize examples of the powers granted and denied states and the national government, such as the national government may not change state boundaries and state governments may not print money. • SS.912.C.3.Pa.b: Recognize an example of a power granted to the national government and not the state government, such as printing money.
<p>SS.912.C.3.3 :</p>	<p>Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the principles, functions, and organization of government.</p> <p>Access Points:</p>

	<ul style="list-style-type: none"> • SS.912.C.3.In.c: Identify the structure and function of the legislative branch of the government identified in the Constitution. • SS.912.C.3.Su.c: Identify the function of the legislative branch of the government identified in the Constitution. • SS.912.C.3.Pa.c: Recognize that the legislative branch of government creates laws.
<p>SS.912.C.3.4 :</p>	<p>Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the principles, functions, and organization of government.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.C.3.In.d: Identify the structure and functions of the executive branch of the government identified in the Constitution. • SS.912.C.3.Su.d: Identify the function of the executive branch of the government identified in the Constitution. • SS.912.C.3.Pa.d: Recognize that the executive branch of government enforces laws.
<p>SS.912.C.3.5 :</p>	<p>Identify the impact of independent regulatory agencies in the federal bureaucracy. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the principles, functions, and organization of government.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.C.3.In.e: Identify the purpose of independent regulatory agencies in the federal bureaucracy, such as the Federal Reserve (fiscal policy) and the Food and Drug Administration (ensures safety of food and drugs). • SS.912.C.3.Su.e: Recognize the purpose of an independent regulatory agency in the federal bureaucracy, such as the Food and Drug Administration (ensures safety of food and drugs). • SS.912.C.3.Pa.e: Recognize that federal agencies help people in America.

	<p style="text-align: center;">Remarks/Examples</p> <p style="text-align: center;">Examples are Federal Reserve, Food and Drug Administration, Federal Communications Commission.</p>
<p>SS.912.C.3.6 :</p>	<p>Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the principles, functions, and organization of government.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.C.3.In.f: Identify the structure and function of the judicial branch of the government as identified in the Constitution. • SS.912.C.3.Su.f: Identify the function of the judicial branch of the government as identified in the Constitution. • SS.912.C.3.Pa.f: Recognize that the judicial branch of government interprets laws.
<p>SS.912.C.3.7 :</p>	<p>Describe the role of judicial review in American constitutional government. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the principles, functions, and organization of government.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.C.3.In.g: Identify the structure and function of the judicial branch of the government as identified in the Constitution. • SS.912.C.3.Su.g: Identify the function of the judicial branch of the government as identified in the Constitution. • SS.912.C.3.Pa.g: Recognize that the judicial branch of government interprets laws.
<p>SS.912.C.3.8 :</p>	<p>Compare the role of judges on the state and federal level with other elected officials. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the principles, functions, and organization of government.</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.C.3.In.h: Identify the structure and function of the judicial branch of the government as identified in the Constitution. • SS.912.C.3.Su.h: Identify the function of the judicial branch of the government as identified in the Constitution. • SS.912.C.3.Pa.h: Recognize that the judicial branch of government interprets laws. <p>Remarks/Examples</p> <p>Examples are decisions based on the law vs. will of the majority.</p>
<p>SS.912.C.3.9 :</p>	<p>Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the principles, functions, and organization of government.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.C.3.In.i: Identify the levels of courts in the federal and state judicial system and their major responsibilities, such as criminal and civil cases and appeals. • SS.912.C.3.Su.i: Recognize different levels of courts in the judicial system, such as state and federal courts. • SS.912.C.3.Pa.i: Recognize that courts settle conflicts at the federal and state level.
<p>SS.912.C.4.1 :</p>	<p>Explain how the world's nations are governed differently. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of contemporary issues in world affairs, and evaluate the role and impact of United States foreign policy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.C.4.In.a: Identify different forms of governments in other countries in the world. • SS.912.C.4.Su.a: Recognize a different form of government in another country in the world. • SS.912.C.4.Pa.a: Recognize that not all countries are

	governed like the United States.
<p>SS.912.C.4.2 :</p>	<p>Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of contemporary issues in world affairs, and evaluate the role and impact of United States foreign policy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.C.4.In.b: Identify the influence of American foreign policy on other nations. • SS.912.C.4.Su.b: Recognize an influence of American foreign policy on other nations. • SS.912.C.4.Pa.b: Recognize that the United States works with other nations.
<p>SS.912.C.4.3 :</p>	<p>Assess human rights policies of the United States and other countries. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of contemporary issues in world affairs, and evaluate the role and impact of United States foreign policy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.C.4.In.c: Identify examples of human rights policies of the United States, such as the Bill of Rights. • SS.912.C.4.Su.c: Recognize examples of human rights policies of the United States, such as the Bill of Rights. • SS.912.C.4.Pa.c: Recognize a human right.
<p>SS.912.C.4.4 :</p>	<p>Compare indicators of democratization in multiple countries. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of contemporary issues in world affairs, and evaluate the role and impact of United States foreign policy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.912.C.4.In.d: Identify common indicators of democratization, such as civil and political rights. • SS.912.C.4.Su.d: Recognize common indicators of democratization, such as civil or political rights. • SS.912.C.4.Pa.d: Recognize an example of democratization,

	such as human rights.
<p><u>SS.912.G.4.1 :</u></p>	<p>Interpret population growth and other demographic data for any given place. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the characteristics, distribution, and migration of human populations.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.912.G.4.In.a:</u> Identify changes in population for selected places. • <u>SS.912.G.4.Su.a:</u> Recognize changes in population for selected places. • <u>SS.912.G.4.Pa.a:</u> Recognize that change is a characteristic of population.
<p><u>SS.912.G.5.5 :</u></p>	<p>Use geographic terms and tools to analyze case studies of policies and programs for resource use and management. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand how human actions can impact the environment.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.912.G.5.In.e:</u> Use geographic terms and tools to identify effects of government policies or programs for resource use and management. • <u>SS.912.G.5.Su.e:</u> Use geographic terms and tools to recognize effects of government policies or programs for resource use and management. • <u>SS.912.G.5.Pa.e:</u> Recognize an impact of humans on an ecosystem.



	<p>Students with disabilities shall:</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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 postschool outcomes for adult living and employment specified in the Transition Individual Educational Plan.</p> <p>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.</p>
<p>Verion Requirements:</p>	<p>C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the State Standards for Special Diploma that are most relevant to this course. Benchmarks</p>

correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Demonstrate understanding of how individuals are affected by current events in the community, state, nation, and world.

2. Demonstrate knowledge of the effects of major historical events, documents, and individuals at the local, state, national, or global level.

3. Use maps, globes, charts, graphs, and other tools of geography effectively to solve problems of daily living.

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

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

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

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

4. Demonstrate knowledge of the geographical features of major regions.

5. Demonstrate knowledge of characteristics and functions of government at the local, state, and national levels.

6. Demonstrate understanding of the role and responsibilities of citizens associated with participation in local, state, and national government (e.g., voting, obeying laws).

7. Locate information and present ideas regarding knowledge of social studies and its application to personal life and the world of work.

CL.B.1.In.1 identify and locate oral, print, or visual information for specified purposes.

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

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

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

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

CL.B.2.In.2 express oral, written, or visual information for specified purposes.

CL.B.2.Su.2 express oral, written, or visual information to accomplish functional tasks—with guidance and support.

8. Demonstrate understanding of practices and skills required for responsible consumer economics (e.g., comparative shopping, budgeting, banking, using advertisements).

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

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

9. Demonstrate knowledge of how needs of individuals are met by the family; private agencies; and local, state, and federal government (e.g., housing, employment, health care, child care).

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

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

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—with guidance and support.

11. Demonstrate knowledge of effective use of services provided by organizations (e.g., banks, schools, hospitals, the military).

SE.A.1.In.3 function effectively within formal organizations.

SE.A.1.Su.2 function effectively within formal organizations—with guidance and support.

12. Demonstrate knowledge of diverse patterns of behavior and beliefs in families and groups in the community (e.g., understanding customs and cultures, avoiding stereotyping).

13. Demonstrate understanding of responsible practices regarding personal behavior and interactions with others.

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

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

14. Demonstrate skills needed to manage and direct one's own behavior in the community to promote responsible citizenship.

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

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

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

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

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

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

SE.A.1.In.1 cooperate in a variety of group situations.

SE.A.1.In.2 assist in establishing and meeting group goals.

SE.A.1.In.3 function effectively within formal organizations.

SE.A.1.Su.1 cooperate in group situations—with guidance and support.

SE.A.1.Su.2 function effectively within formal organizations—with guidance and support.

15. Demonstrate understanding of knowledge and skills necessary for selecting a career and maintaining employment.

CL.C.1.In.3 make general preparations for entering the work force.

CL.C.1.Su.3 make general preparations for entering the work force—

with guidance and support.

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

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

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

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

16. Demonstrate knowledge of employment and career opportunities in the community.

CL.C.1.In.1 use knowledge of occupations and characteristics of the workplace in making career choices.

CL.C.1.Su.1 recognize expectations of occupations and characteristics of the workplace in making career choices—with guidance and support.

17. Demonstrate understanding of personal and social skills necessary for success on the job.

CL.C.2.In.1 plan and implement personal work assignments.

CL.C.2.In.3 display reliability and work ethic according to the standards of the workplace.

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

CL.C.2.Su.1 plan and implement personal work assignments—with guidance and support.

CL.C.2.Su.3 display reliability and work ethic according to the standards of the workplace—with guidance and support.

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

18. Demonstrate understanding of personal and social skills necessary for independent living.

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

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

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

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

guidance and support.

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

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

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

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

19. Demonstrate knowledge of personal, political, and economic rights and why they are important (e.g., to associate with whomever one chooses, to join political parties, to choose one's work).

CL.C.1.In.2 identify individual rights and responsibilities in the workplace.

CL.C.1.Su.2 recognize individual rights and responsibilities in the workplace—with guidance and support.



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	<p>Remarks/Examples</p> <p>Identify patterns that influence the formation, heirarchy, and motions of the various kinds of objects in the solar system and the role of gravity and inertia on these motions (include the Sun, Earth, and Moon, planets, satellites, comets, asteroids, star clusters, galaxies, galaxy clusters). Recognize that the universe contains many billions of galaxies, and each galaxy contains many billions of stars. Recognize that constellations are contrived associations of stars that do not reflect functional relationships in space.</p> <p>CCSS Connections: MACC.K12.MP.7: Look for and make use of structure.</p>
<p>SC.912.E.5.4 :</p>	<p>Explain the physical properties of the Sun and its dynamic nature and connect them to conditions and events on Earth. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Earth in Space and Time</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.E.5.In.3: Describe the Sun as a medium-sized star with sunspots and storms that can affect weather and radio transmissions on Earth. • SC.912.E.5.Su.3: Describe observable effects of the Sun on Earth, such as changes in light and temperature. • SC.912.E.5.Pa.3: Observe and recognize effects of the Sun on Earth, such as temperature changes. <p>Remarks/Examples</p> <p>Describe the physical properties of the Sun (sunspot cycles, solar flares, prominences, layers of the Sun, coronal mass ejections, and nuclear reactions) and the impact of the Sun as the main source of external energy for the Earth.</p>
<p>SC.912.E.5.7 :</p>	<p>Relate the history of and explain the justification for future space exploration and continuing technology development. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Earth in Space and Time</p>

Course: Health and Safety: 9-12- 7920050

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3590.aspx>

BASIC INFORMATION

Course Title:	Health and Safety: 9-12
Course Number:	7920050
Course Abbreviated Title:	HEALTH SAFETY: 9-12
Course Path:	Section: Exceptional Student Education Grade Group: Senior High and Adult Subject: Academics - Subject Areas
Number of Credits:	Multiple Credit (more than 1 credit)
Status:	State Board Approved
Version Description:	<p>A. Major Concepts/Content. The purpose of this course is to provide knowledge of the concepts of health and safety to enable students with disabilities to function at their highest levels and prepare to participate effectively in postschool adult living and the world of work.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none">- physical, mental, and emotional aspects of human growth and development- nutritional needs of the human body- physical exercise and fitness- family relationships and responsibilities- diseases and disorders that affect the human body system- substance abuse- safety and first aid- community and resources for health care <p>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</p>

student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

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

This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate 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 postschool outcomes for adult living and employment specified in the Transition Individual Educational Plan. 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 make a written request to the school principal shall be exempt from instructional activities regarding HIV/AIDS or human sexuality. Course requirements for

	<p>HIV/AIDS and human sexuality shall not interfere with the local determination of appropriate curriculum which reflects local values and concerns.</p>
<p>Verion Requirements:</p>	<p>C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the State Standards for Special Diploma.</p> <p>After successfully completing this course, the student will:</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of major stages of life including the physical, mental, and emotional changes that occur during growth and development. 2. Demonstrate knowledge of physical and mental health problems and diseases with their appropriate prevention and treatment measures relevant to personal needs. <p>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.</p> <ol style="list-style-type: none"> 3. Demonstrate knowledge of nutritional values of food and the relationship to personal health (e.g., diets, eating habits, menu planning). <p>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.</p> <ol style="list-style-type: none"> 4. Demonstrate understanding of the importance of exercise and planned fitness programs for maintaining personal physical health. <p>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.</p> <ol style="list-style-type: none"> 5. Demonstrate understanding of individual responsibilities for promoting positive interpersonal relationships with peers, family

members, and adults.

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

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

6. Demonstrate knowledge of human sexuality and reproduction and the importance of responsible behavior (e.g., physical, social, and emotional characteristics; prevention and treatment measures for sexually transmitted diseases including HIV/AIDS; appropriate responses).

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

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

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

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

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

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

7. Demonstrate knowledge of the effects of substance use and abuse on physical, mental, and social well-being, including legal consequences.

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

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

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

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

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

guidance and support.

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

8. Demonstrate understanding of unsafe acts and harmful conditions and appropriate personal responses.

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

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

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.

10. Demonstrate basic first aid skills.

11. Access sources of reliable health information and services.

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

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

12. Demonstrate knowledge of community health resources and local agencies to contact for mental, physical, and emotional problems.

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

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

13. Demonstrate knowledge of practices which promote personal safety (e.g., helmets, seat belts, poison control, 911).

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

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

14. Apply health concepts and processes in career planning.

CL.C.1.In.1 use knowledge of occupations and characteristics of the workplace in making career choices.

CL.C.1.Su.1 recognize expectations of occupations and characteristics of the workplace in making career choices—with guidance and support.

CL.C.2.In.4 follow procedures to ensure health and safety in the workplace.

CL.C.2.Su.4 follow procedures to ensure health and safety in the workplace—with guidance and support.



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Course: Fundamental Integrated Science 3-7920040

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BASIC INFORMATION

Course Title:	Fundamental Integrated Science 3
Course Number:	7920040
Course Abbreviated Title:	FUND INTEG SCI 3
Course Path:	Section: Exceptional Student Education Grade Group: Senior High and Adult Subject: Academics - Subject Areas
Number of Credits:	One credit (1)
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
General Notes:	<p>Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3).</p> <p>Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should</p>

understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

Special Notes: Instructional Strategies

1. Utilize UDL strategies when planning lessons for all students.
2. Ensure that students have accessible instructional materials.
3. Ensure that students read from text that varies in length and complexity.
4. Provide graphic organizers and instruct students on how to use them properly to support understanding of concepts.
5. Use rubrics for assignments that clearly outline expectations for students.
6. Make close reading and rereading of texts central to lessons and provide guided practice and immediate feedback in how to do this.
7. Provide multiple opportunities to practice new vocabulary.
8. Provide explicit instruction in how students can locate evidence from text to support their answers.
9. Provide extensive research and writing opportunities (claims and evidence) based on student interest.
10. Provide students with outlines that assist them in note taking during teacher-led instruction.
11. Teach students to utilize appropriate graphic organizers or organize thoughts when planning for writing assignments.

Verion Requirements:

Graduation Requirements: *Fundamental courses are academic skill-building courses which support a student's participation in general education classes by allowing them more time to build the necessary skills for success. Students with disabilities may earn elective credit towards a standard diploma for the successful completion of a fundamental course.*

A student for which the IEP Team has determined the general education curriculum with accommodations and supports is not appropriate but is ineligible to participate in access courses may take fundamental courses to earn credit towards a special diploma, in accordance with the district's student progression plan. These courses are appropriate for these students as general education courses may not be modified for this purpose.

STANDARDS (33)

<p><u>SC.6.E.6.2:</u></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>Remarks/Examples</p> <hr/> <p>Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.4.E.6.1.</p>
<p><u>SC.6.E.7.2:</u></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>Remarks/Examples</p> <hr/> <p>CCSS Connections: MACC.K12.MP.7: Look for and make use of structure.</p>
<p><u>SC.6.L.15.1:</u></p>	<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><u>SC.7.E.6.4:</u></p>	<p>Explain and give examples of how physical evidence supports scientific theories that Earth has evolved over geologic time due to natural processes.</p>
<p><u>SC.7.E.6.7:</u></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><u>SC.7.L.15.1:</u></p>	<p>Recognize that fossil evidence is consistent with the scientific theory of evolution that living things evolved from earlier species.</p>
<p><u>SC.7.L.15.2:</u></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><u>SC.7.L.15.3:</u></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><u>SC.7.L.16.1:</u></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>Remarks/Examples</p> <hr/> <p>Integrate HE.7.C.1.4. Describe how heredity can affect personal health.</p> <hr/>
<p><u>SC.7.L.16.4:</u></p>	<p>Recognize and explore the impact of biotechnology (cloning, genetic engineering, artificial selection) on the individual, society and the environment.</p> <p>Remarks/Examples</p> <hr/> <p>Integrate HE.7.C.1.4. Describe how heredity can affect personal health.</p> <hr/>
<p><u>SC.7.L.17.3:</u></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><u>SC.912.E.6.4:</u></p>	<p>Analyze how specific geologic processes and features are expressed in Florida and elsewhere.</p> <p>Remarks/Examples</p> <hr/> <p>Describe the effect of ocean and Gulf water currents, gravel mining, beach erosion, dune development, aquifers and ground water, salt water intrusion, springs, and sink holes on the formation of the Florida peninsula. Explain the effects of latitude, elevation, topography (land surface type), proximity to large bodies of water, and temperature of ocean currents, on climate in Florida.</p> <hr/>
<p><u>SC.912.E.7.5:</u></p>	<p>Predict future weather conditions based on present observations and conceptual models and recognize limitations and uncertainties of such predictions.</p> <p>Remarks/Examples</p> <hr/> <p>Use models, weather maps and other tools to predict weather conditions and differentiate between accuracy of short-range and long-range weather forecasts.</p> <hr/>

<p><u>SC.912.E.7.6:</u></p>	<p>Relate the formation of severe weather to the various physical factors. Remarks/Examples</p> <p>Identify the causes of severe weather. Compare and contrast physical factors that affect the formation of severe weather events (e.g. hurricanes, tornados, flash floods, thunderstorms, and drought).</p>
<p><u>SC.912.L.15.1:</u></p>	<p>Explain how the scientific theory of evolution is supported by the fossil record, comparative anatomy, comparative embryology, biogeography, molecular biology, and observed evolutionary change. Remarks/Examples</p> <p>Annually Assessed on Biology EOC. Also assesses SC.912.L.15.10; SC.912.N.1.3; SC.912.N.1.4; SC.912.N.1.6; SC.912.N.2.1; SC.912.N.3.1; and SC.912.N.3.4.</p>
<p><u>SC.912.L.15.13:</u></p>	<p>Describe the conditions required for natural selection, including: overproduction of offspring, inherited variation, and the struggle to survive, which result in differential reproductive success. Remarks/Examples</p> <p>Annually assessed on Biology EOC. Also assesses SC.912.L.15.14, SC.912.L.15.15, and SC.912.N.1.3.</p>
<p><u>SC.912.L.15.6:</u></p>	<p>Discuss distinguishing characteristics of the domains and kingdoms of living organisms. Remarks/Examples</p> <p>Annually Assessed on Biology EOC. Also assesses SC.912.L.15.4; SC.912.L.15.5; SC.912.N.1.3; and SC.912.N.1.6.</p>
<p><u>SC.912.L.16.10:</u></p>	<p>Evaluate the impact of biotechnology on the individual, society and the environment, including medical and ethical issues. Remarks/Examples</p> <p>Annually assessed on Biology EOC.</p>
<p><u>SC.912.L.16.13:</u></p>	<p>Describe the basic anatomy and physiology of the human reproductive system. Describe the process of human development from fertilization to birth and major changes that occur in each</p>

	<p>trimester of pregnancy.</p> <p>Remarks/Examples</p> <p>Annually assessed on Biology EOC.</p>
<u>SC.912.L.16.4:</u>	<p>Explain how mutations in the DNA sequence may or may not result in phenotypic change. Explain how mutations in gametes may result in phenotypic changes in offspring.</p>
<u>SC.912.L.16.8:</u>	<p>Explain the relationship between mutation, cell cycle, and uncontrolled cell growth potentially resulting in cancer.</p> <p>Remarks/Examples</p> <p>Integrate HE.912.C.1.4. Analyze how heredity and family history can impact personal health.</p>
<u>SC.912.L.17.11:</u>	<p>Evaluate the costs and benefits of renewable and nonrenewable resources, such as water, energy, fossil fuels, wildlife, and forests.</p>
<u>SC.912.L.17.20:</u>	<p>Predict the impact of individuals on environmental systems and examine how human lifestyles affect sustainability.</p> <p>Remarks/Examples</p> <p>Annually assessed on Biology EOC. Also assesses SC.912.L.17.11, SC.912.L.17.13, SC.912.N.1.3.</p>
<u>SC.912.L.17.5:</u>	<p>Analyze how population size is determined by births, deaths, immigration, emigration, and limiting factors (biotic and abiotic) that determine carrying capacity.</p> <p>Remarks/Examples</p> <p>Annually assessed on Biology EOC. Also assesses SC.912.L.17.2; SC.912.L.17.4; SC.912.L.17.8; SC.912.N.1.4.</p>
<u>SC.912.L.17.8:</u>	<p>Recognize the consequences of the losses of biodiversity due to catastrophic events, climate changes, human activity, and the introduction of invasive, non-native species.</p>
<u>SC.912.L.18.12:</u>	<p>Discuss the special properties of water that contribute to Earth's suitability as an environment for life: cohesive behavior, ability to moderate temperature, expansion upon freezing, and versatility as a solvent.</p> <p>Remarks/Examples</p> <p>Annually assessed on Biology EOC.</p>

<p><u>SC.912.N.2.2:</u></p>	<p>Identify which questions can be answered through science and which questions are outside the boundaries of scientific investigation, such as questions addressed by other ways of knowing, such as art, philosophy, and religion.</p> <p>Remarks/Examples</p> <p>Identify scientific questions that can be disproved by experimentation/testing. Recognize that pseudoscience is a claim, belief, or practice which is presented as scientific, but does not adhere to strict standards of science (e.g. controlled variables, sample size, replicability, empirical and measurable evidence, and the concept of falsification).</p> <p>CCSS Connections: MACC.K12.MP.3: Construct viable arguments and critique the reasoning of others.</p>
<p><u>SC.912.N.3.1:</u></p>	<p>Explain that a scientific theory is the culmination of many scientific investigations drawing together all the current evidence concerning a substantial range of phenomena; thus, a scientific theory represents the most powerful explanation scientists have to offer.</p> <p>Remarks/Examples</p> <p>Explain that a scientific theory is a well-tested hypothesis supported by a preponderance of empirical evidence.</p> <p>CCSS Connections: MACC.K12.MP.1: Make sense of problems and persevere in solving them; and, MACC.K12.MP.3: Construct viable arguments and critique the reasoning of others.</p>
<p><u>SC.912.P.12.10:</u></p>	<p>Interpret the behavior of ideal gases in terms of kinetic molecular theory.</p> <p>Remarks/Examples</p> <p>Using the kinetic molecular theory, explain the behavior of gases and the relationship between pressure and volume (Boyle's law), volume and temperature (Charles's law), pressure and temperature (Gay-Lussac's law), and number of particles in a gas sample (Avogadro's hypothesis).</p>
<p><u>SC.912.P.8.10:</u></p>	<p>Describe oxidation-reduction reactions in living and non-living systems.</p> <p>Remarks/Examples</p> <p>Identify the substance(s) losing and gaining electrons in oxidation-</p>

reduction reactions. Discuss voltaic cells, various types of batteries, electrolysis of water, smelting and purification of metals, electrolysis of brine versus molten NaCl, neutralization reactions, electrolytic cells, and living systems (photosynthesis and cellular respiration).

SC.912.N.1.1:

Define a problem based on a specific body of knowledge, for example: biology, chemistry, physics, and earth/space science, and do the following:

1. **Pose questions about the natural world,** (Articulate the purpose of the investigation and identify the relevant scientific concepts).
2. **Conduct systematic observations,** (Write procedures that are clear and replicable. Identify observables and examine relationships between test (independent) variable and outcome (dependent) variable. Employ appropriate methods for accurate and consistent observations; conduct and record measurements at appropriate levels of precision. Follow safety guidelines).
3. **Examine books and other sources of information to see what is already known,**
4. **Review what is known in light of empirical evidence,** (Examine whether available empirical evidence can be interpreted in terms of existing knowledge and models, and if not, modify or develop new models).
5. **Plan investigations,** (Design and evaluate a scientific investigation).
6. **Use tools to gather, analyze, and interpret data (this includes the use of measurement in metric and other systems, and also the generation and interpretation of graphical representations of data, including data tables and graphs),** (Collect data or evidence in an organized way. Properly use instruments, equipment, and materials (e.g., scales, probeware, meter sticks, microscopes, computers) including set-up, calibration, technique, maintenance, and storage).
7. **Pose answers, explanations, or descriptions of events,**
8. **Generate explanations that explicate or describe natural phenomena (inferences),**
9. **Use appropriate evidence and reasoning to justify these explanations to others,**
10. **Communicate results of scientific investigations, and**
11. **Evaluate the merits of the explanations produced by others.**

Remarks/Examples

Common Core State Standards (CCSS) Connections for 6-12 Literacy in Science

For Students in Grades 9-10

LACC.910.RST.1.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

LACC.910.RST.1.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text.

LACC.910.RST.3.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

LACC.910.WHST.1.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

LACC.910.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.

For Students in Grades 11-12

LACC.1112.RST.1.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

LACC.1112.RST.1.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

LACC.1112.RST.3.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

LACC.1112.WHST.1.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

LACC.1112.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.

Common Core State Standards (CCSS) Connections for Mathematical

	<p>Practices</p> <p>MACC.K12.MP.1: Make sense of problems and persevere in solving them. MACC.K12.MP.2: Reason abstractly and quantitatively. MACC.K12.MP.3: Construct viable arguments and critique the reasoning of others. [Viable arguments include evidence.] MACC.K12.MP.4: Model with mathematics. MACC.K12.MP.5: Use appropriate tools strategically. MACC.K12.MP.6: Attend to precision. MACC.K12.MP.7: Look for and make use of structure. MACC.K12.MP.8: Look for and express regularity in repeated reasoning.</p>
<p><u>SC.912.N.1.3:</u></p>	<p>Recognize that the strength or usefulness of a scientific claim is evaluated through scientific argumentation, which depends on critical and logical thinking, and the active consideration of alternative scientific explanations to explain the data presented. Remarks/Examples</p> <p>Assess the reliability of data and identify reasons for inconsistent results, such as sources of error or uncontrolled conditions.</p> <p>CCSS Connections: MACC.K12.MP.2: Reason abstractly and quantitatively; MACC.K12.MP.3: Construct viable arguments and critique the reasoning of others</p>
<p><u>SC.912.N.1.6:</u></p>	<p>Describe how scientific inferences are drawn from scientific observations and provide examples from the content being studied. Remarks/Examples</p> <p>Collect data/evidence and use tables/graphs to draw conclusions and make inferences based on patterns or trends in the data.</p> <p>CCSS Connections: MACC.K12.MP.1: Make sense of problems and persevere in solving them.</p>

RELATED GLOSSARY TERM DEFINITIONS (54)

Abiotic:	An environmental factor not associated with or derived from living organisms.
Anatomy:	The scientific study of the shape and structure of organisms and their parts.
Atmosphere:	The layers of gas that surround Earth, other planets, or stars.
Biotechnology:	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).
Biotic:	Factors in an environment relating to, caused by, or produced by living organisms.
Cell:	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
Chromosome:	A structure in living cells that consists of a single molecule of DNA bonded to various proteins and that carries the genes determining heredity.
Clone:	To produce genetic material or produce or grow a cell, group of cells, or organism from a single original cell.
Conduction:	To transmit heat, sound, or electricity through a medium.
Current :	The amount of electric charge flowing past a specified circuit point per unit time.
Delta:	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.
Diversity:	The different species in a given area or specific period of time.
DNA:	Deoxyribonucleic acid; a nucleic acid that is genetic material; present in all organisms.
Dune:	A hill or ridge of sand piled up by the wind.
Earthquake:	The shaking of the ground caused by a sudden release of energy in Earth's crust.

Electron:	A stable elementary particle in the lepton family having a mass at rest of 9.107×10^{-28} grams and an electric charge of approximately -1.602×10^{-19} coulombs. Electrons orbit about the positively charged nuclei of atoms in distinct orbitals of different energy levels, called shells.
Embryology:	The branch of biology that deals with the formation, early growth, and development of living organisms.
Energy:	The capacity to do work.
Environment:	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.
Erosion:	The wearing away of Earth's surface by the breakdown and transportation of rock and soil.
Evolution :	A theory that the various types of species arise from pre-existing species and that distinguishable characteristics are due to modifications through successive generations.
Experiment:	A procedure that is carried out and repeated under controlled conditions in order to discover, demonstrate, or test a hypothesis.
Fertilization:	The process by which the female reproductive cell (egg) is united with the male reproductive cell (sperm).
Fossil:	A whole or part of an organism that has been preserved in sedimentary rock.
Freeze:	To pass from the liquid to the solid state by loss of heat from the substance/system.
Gamete:	A reproductive cell having the haploid number of chromosomes, especially a mature sperm or egg capable of fusing with a gamete of the opposite sex to produce the fertilized egg.
Gas:	One of the fundamental states of matter in which the molecules do not have a fixed volume or shape.
Genetic:	Affecting or determined by genes.
Glacier:	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.
Heat:	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
Heredity:	The passage of biological traits or characteristics from parents to offspring through the inheritance of genes.
Hydrosphere:	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.
Hypothesis :	A tentative explanation for an observation, phenomenon, or scientific problem that can be tested by further investigation.
Inference :	The act of reasoning from factual knowledge or evidence.
Investigation :	A systematic process that uses various types of data and logic and reasoning to better understand something or answer a question.
Latitude:	A measure of relative position north or south on the Earth's surface, measured in degrees from the equator, which has a latitude of 0°, with the poles having a latitude of 90° north and south.
Law :	A statement that describes invariable relationships among phenomena under a specified set of conditions.
Light:	Electromagnetic radiation that lies within the visible range.
Metal:	Any of a category of electropositive elements that usually have a shiny surface, are generally good conductors of heat and electricity, and can be melted or fused, hammered into thin sheets, or drawn into wires.
Microscope:	An instrument with lenses and light that is used to observe objects too small to be visible with only the eyes.
Model :	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.
Mutation:	A change in genetic sequence.
Natural selection:	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.
Nonrenewable resource:	A resource that can only be replenished over millions of years.

Observation :	What one has observed using senses or instruments.
Offspring:	The progeny or descendants of an animal or plant considered as a group.
Organism:	An individual form of life of one or more cells that maintains various vital processes necessary for life.
Physiology:	The scientific study of an organism's vital functions, including growth, development, reproduction, the absorption and processing of nutrients, the synthesis and distribution of proteins and other organic molecules, and the functioning of different tissues, organs, and other anatomic structures.
Reproductive system:	The system of organs involved with animal reproduction, especially sexual reproduction.
Scientist:	A person with expert knowledge of one or more sciences, that engages in processes to acquire and communicate knowledge.
Space:	The limitless expanse where all objects and events occur. Outer space is the region of the universe beyond Earth's atmosphere.
Theory :	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.
Variable:	An event, condition, or factor that can be changed or controlled in order to study or test a hypothesis in a scientific experiment.
Volume:	A measure of the amount of space an object takes up; also the loudness of a sound or signal.



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Course: Fundamental Integrated Science 2-7920035

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4855.aspx>

BASIC INFORMATION

Course Title:	Fundamental Integrated Science 2
Course Number:	7920035
Course Abbreviated Title:	FUND INTEG SCI 2
Course Path:	Section: Exceptional Student Education Grade Group: Senior High and Adult Subject: Academics - Subject Areas
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
General Notes:	<p>Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week.</p> <p>School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data</p>

(National Research Council, 2006, p.77; NSTA, 2007).

Special Notes:
Instructional Strategies

1. Utilize UDL strategies when planning lessons for all students.
2. Ensure that students have accessible instructional materials.
3. Ensure that students read from text that varies in length and complexity.
4. Provide graphic organizers and instruct students on how to use them properly to support understanding of concepts.
5. Use rubrics for assignments that clearly outline expectations for students.
6. Make close reading and rereading of texts central to lessons and provide guided practice and immediate feedback in how to do this.
7. Provide multiple opportunities to practice new vocabulary.
8. Provide explicit instruction in how students can locate evidence from text to support their answers.
9. Provide extensive research and writing opportunities (claims and evidence) based on student interest.
10. Provide students with outlines that assist them in note taking during teacher-led instruction.
11. Teach students to utilize appropriate graphic organizers or organize thoughts when planning for writing assignments.

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Graduation Requirements: *Fundamental courses are academic skill-building courses which support a student's participation in general education classes by allowing them more time to build the necessary skills for success. Students with disabilities may earn elective credit towards a standard diploma for the successful completion of a fundamental course.*

A student for which the IEP Team has determined the general education curriculum with accommodations and supports is not appropriate but is ineligible to participate in access courses may take fundamental courses to earn credit towards a special diploma, in accordance with the district's student progression plan. These courses are appropriate for these students as general education courses may not be modified for this purpose.

STANDARDS (25)

<p><u>HE.912.C.1.5:</u></p>	<p>Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.</p> <p>Remarks/Examples</p> <p>Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.</p>
<p><u>HE.912.C.1.7:</u></p>	<p>Analyze how heredity and family history can impact personal health.</p> <p>Remarks/Examples</p> <p>Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.</p>
<p><u>SC.6.E.7.4:</u></p>	<p>Differentiate and show interactions among the geosphere, hydrosphere, cryosphere, atmosphere, and biosphere.</p>
<p><u>SC.6.E.7.5:</u></p>	<p>Explain how energy provided by the sun influences global patterns of atmospheric movement and the temperature differences between air, water, and land.</p> <p>Remarks/Examples</p> <p>CCSS Connections: MACC.K12.MP.7: Look for and make use of structure.</p>
<p><u>SC.6.L.14.5:</u></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><u>SC.6.L.14.6:</u></p>	<p>Compare and contrast types of infectious agents that may infect the human body, including viruses, bacteria, fungi, and parasites.</p> <p>Remarks/Examples</p> <p>Integrate HE.6.C.1.8. Explain how body systems are impacted by hereditary factors and infectious agents.</p>
<p><u>SC.7.1.16.1:</u></p>	<p>Understand and explain that every organism requires a set of</p>

	<p>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>Remarks/Examples</p>
	<p>Integrate HE.7.C.1.4. Describe how heredity can affect personal health.</p>
<u>SC.7.L.16.3:</u>	<p>Compare and contrast the general processes of sexual reproduction requiring meiosis and asexual reproduction requiring mitosis.</p>
<u>SC.7.L.16.4:</u>	<p>Recognize and explore the impact of biotechnology (cloning, genetic engineering, artificial selection) on the individual, society and the environment.</p> <p>Remarks/Examples</p>
	<p>Integrate HE.7.C.1.4. Describe how heredity can affect personal health.</p>
<u>SC.7.L.17.1:</u>	<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>
<u>SC.7.L.17.2:</u>	<p>Compare and contrast the relationships among organisms such as mutualism, predation, parasitism, competition, and commensalism.</p>
<u>SC.8.E.5.4:</u>	<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>
<u>SC.8.E.5.7:</u>	<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>
<u>SC.8.L.18.1:</u>	<p>Describe and investigate the process of photosynthesis, such as the roles of light, carbon dioxide, water and chlorophyll; production of food; release of oxygen.</p>
<u>SC.912.L.14.26:</u>	<p>Identify the major parts of the brain on diagrams or models.</p> <p>Remarks/Examples</p>
	<p>Annually Assessed on Biology EOC.</p> <p>CCSS Connections: MACC.K12.MP.4: Model with mathematics.</p>

<u>SC.912.L.14.36:</u>	Describe the factors affecting blood flow through the cardiovascular system.
<u>SC.912.L.15.8:</u>	Describe the scientific explanations of the origin of life on Earth. Remarks/Examples
	Annually assessed on Biology EOC. Also assesses SC.912.N.1.3, SC.912.N.1.4, and SC.912.N.2.1.
<u>SC.912.L.18.1:</u>	Describe the basic molecular structures and primary functions of the four major categories of biological macromolecules. Remarks/Examples
	Annually assessed on Biology EOC. Also assesses SC.912.L.18.11.
<u>SC.912.L.18.7:</u>	Identify the reactants, products, and basic functions of photosynthesis.
<u>SC.912.L.18.8:</u>	Identify the reactants, products, and basic functions of aerobic and anaerobic cellular respiration.
<u>SC.912.P.10.14:</u>	Differentiate among conductors, semiconductors, and insulators. Remarks/Examples
	Describe band structure, valence electrons, and how the charges flow or rearrange themselves between conductors and insulators.
<u>SC.912.P.10.15:</u>	Investigate and explain the relationships among current, voltage, resistance, and power. Remarks/Examples
	Use Ohm's and Kirchhoff's laws to explain the relationships among circuits.
<u>SC.912.N.1.1:</u>	<p>Define a problem based on a specific body of knowledge, for example: biology, chemistry, physics, and earth/space science, and do the following:</p> <ol style="list-style-type: none"> 1. Pose questions about the natural world, (Articulate the purpose of the investigation and identify the relevant scientific concepts). 2. Conduct systematic observations, (Write procedures that are clear and replicable. Identify observables and examine relationships between test (independent) variable and outcome (dependent) variable. Employ appropriate methods for accurate and consistent

observations; conduct and record measurements at appropriate levels of precision. Follow safety guidelines).

3. **Examine books and other sources of information to see what is already known,**
4. **Review what is known in light of empirical evidence,** (Examine whether available empirical evidence can be interpreted in terms of existing knowledge and models, and if not, modify or develop new models).
5. **Plan investigations,** (Design and evaluate a scientific investigation).
6. **Use tools to gather, analyze, and interpret data (this includes the use of measurement in metric and other systems, and also the generation and interpretation of graphical representations of data, including data tables and graphs),** (Collect data or evidence in an organized way. Properly use instruments, equipment, and materials (e.g., scales, probeware, meter sticks, microscopes, computers) including set-up, calibration, technique, maintenance, and storage).
7. **Pose answers, explanations, or descriptions of events,**
8. **Generate explanations that explicate or describe natural phenomena (inferences),**
9. **Use appropriate evidence and reasoning to justify these explanations to others,**
10. **Communicate results of scientific investigations, and**
11. **Evaluate the merits of the explanations produced by others.**

Remarks/Examples

Common Core State Standards (CCSS) Connections for 6-12 Literacy in Science

For Students in Grades 9-10

LACC.910.RST.1.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

LACC.910.RST.1.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text.

LACC.910.RST.3.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an

	<p>equation) into words.</p> <p>LACC.910.WHST.1.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>LACC.910.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><u>For Students in Grades 11-12</u></p> <p>LACC.1112.RST.1.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>LACC.1112.RST.1.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p>LACC.1112.RST.3.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>LACC.1112.WHST.1.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>LACC.1112.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>Common Core State Standards (CCSS) Connections for Mathematical Practices</p> <p>MACC.K12.MP.1: Make sense of problems and persevere in solving them.</p> <p>MACC.K12.MP.2: Reason abstractly and quantitatively.</p> <p>MACC.K12.MP.3: Construct viable arguments and critique the reasoning of others. [Viable arguments include evidence.]</p> <p>MACC.K12.MP.4: Model with mathematics.</p> <p>MACC.K12.MP.5: Use appropriate tools strategically.</p> <p>MACC.K12.MP.6: Attend to precision.</p> <p>MACC.K12.MP.7: Look for and make use of structure.</p> <p>MACC.K12.MP.8: Look for and express regularity in repeated reasoning.</p>
<p><u>SC.912.N.1.6:</u></p>	<p>Describe how scientific inferences are drawn from scientific observations and provide examples from the content being studied.</p> <p>Remarks/Examples</p> <p>Collect data/evidence and use tables/graphs to draw conclusions and make inferences based on patterns or trends in the data.</p>

	<p>CCSS Connections: MACC.K12.MP.1: Make sense of problems and persevere in solving them.</p>
<p><u>SC.912.N.3.1:</u></p>	<p>Explain that a scientific theory is the culmination of many scientific investigations drawing together all the current evidence concerning a substantial range of phenomena; thus, a scientific theory represents the most powerful explanation scientists have to offer.</p> <p>Remarks/Examples</p> <p>Explain that a scientific theory is a well-tested hypothesis supported by a preponderance of empirical evidence.</p> <p>CCSS Connections: MACC.K12.MP.1: Make sense of problems and persevere in solving them; and, MACC.K12.MP.3: Construct viable arguments and critique the reasoning of others.</p>

RELATED GLOSSARY TERM DEFINITIONS (60)

<p>Aerobic:</p>	<p>Occurring in the presence of oxygen or requiring oxygen to live. In aerobic respiration, which is the process used by the cells of most organisms, the production of energy from glucose metabolism requires the presence of oxygen.</p>
<p>Anaerobic :</p>	<p>Occurring in the absence of oxygen or not requiring oxygen to live. Anaerobic bacteria produce energy from food molecules without the presence of oxygen.</p>
<p>Asexual reproduction:</p>	<p>A form of reproduction in which new individuals are formed without the involvement of gametes.</p>
<p>Atmosphere:</p>	<p>The layers of gas that surround Earth, other planets, or stars.</p>
<p>Bacteria:</p>	<p>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.</p>

Biosphere:	The part of the earth and its atmosphere in which living organisms exist or that is capable of supporting life.
Biotechnology:	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).
Cardiovascular system:	The bodily system consisting of the heart, blood vessels, and blood that circulates blood throughout the body, delivers nutrients and other essential materials to cells, and removes waste products.
Cell:	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
Chromosome:	A structure in living cells that consists of a single molecule of DNA bonded to various proteins and that carries the genes determining heredity.
Circuit:	An interconnection of electrical elements forming a complete path for the flow of current.
Clone:	To produce genetic material or produce or grow a cell, group of cells, or organism from a single original cell.
Conduction:	To transmit heat, sound, or electricity through a medium.
Conductor:	A material or an object that conducts heat, electricity, light, or sound.
Consumer:	An organism that feeds on other organisms for food.
Current :	The amount of electric charge flowing past a specified circuit point per unit time.
Decomposer :	Any organism that feeds or obtains nutrients by breaking down organic matter from dead organisms.
DNA:	Deoxyribonucleic acid; a nucleic acid that is genetic material; present in all organisms.
Electron:	A stable elementary particle in the lepton family having a mass at rest of 9.107×10^{-28} grams and an electric charge of approximately -1.602×10^{-19} coulombs. Electrons orbit about the positively charged nuclei of atoms in distinct orbitals of different energy levels, called shells.
Energy:	The capacity to do work.

Environment:	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.
Experiment:	A procedure that is carried out and repeated under controlled conditions in order to discover, demonstrate, or test a hypothesis.
Force:	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.
Fungus:	A kingdom of eukaryotic organisms that reproduce by spores and have cell walls that contain chitin, examples include the mushrooms, molds, yeasts, and mildews.
Genetic:	Affecting or determined by genes.
Geosphere:	The solid part of the earth consisting of the crust and outer mantle.
Gravity:	The force of attraction between any two objects.
Heredity:	The passage of biological traits or characteristics from parents to offspring through the inheritance of genes.
Homeostasis:	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.
Hydrosphere:	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.
Hypothesis :	A tentative explanation for an observation, phenomenon, or scientific problem that can be tested by further investigation.
Inference :	The act of reasoning from factual knowledge or evidence.
Insulator:	A material or an object that does not easily allow heat, electricity, light, or sound to pass through it. Air, cloth and rubber are good electrical insulators; feathers and wool make good thermal insulators.
Investigation :	A systematic process that uses various types of data and logic and reasoning to better understand something or answer a question.
Law :	A statement that describes invariable relationships among phenomena under a specified set of conditions.

Light:	Electromagnetic radiation that lies within the visible range.
Meiosis:	The process of nuclear division in cells during which the number of chromosomes is reduced by half.
Microscope:	An instrument with lenses and light that is used to observe objects too small to be visible with only the eyes.
Mitosis:	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.
Model :	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.
Moon:	A natural satellite that revolves around a planet.
Observation :	What one has observed using senses or instruments.
Organism:	An individual form of life of one or more cells that maintains various vital processes necessary for life.
Parasite:	An organism that grows, feeds, and is sheltered on or in a different organism while contributing nothing to the survival of its host.
Photosynthesis:	A chemical process by which plants use light energy to convert carbon dioxide and water into carbohydrates (sugars).
Planet:	A large body in space that orbits a star and does not produce light of its own.
Power:	The rate at which work is done, expressed as the amount of work per unit time and commonly measured in units such as the watt and horsepower.
Producer :	An organism, usually a plant or bacterium, that produces organic compounds from simple inorganic molecules and energy (typically light energy) from the environment.
Resistance :	The opposition of a body or substance to current passing through it, resulting in a change of electrical energy into heat or another form of energy.
Scientist:	A person with expert knowledge of one or more sciences, that engages in processes to acquire and communicate knowledge.
Semiconductor:	Any of various solid crystalline substances, such as germanium or

	silicon, having electrical conductivity greater than insulators but less than good conductors, and used especially as a base material for computer chips and other electronic devices.
Sexual reproduction:	Reproduction involving the union of male and female gametes producing an offspring with traits from both parents.
Solar system:	A star and all the planets and other bodies that orbit it; the region in space where these bodies move.
Space:	The limitless expanse where all objects and events occur. Outer space is the region of the universe beyond Earth's atmosphere.
Speed:	Amount of distance traveled divided by time taken; the time-rate at which any physical process takes place.
Sun:	The closest star to Earth and the center of our solar system.
Theory :	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.
Variable:	An event, condition, or factor that can be changed or controlled in order to study or test a hypothesis in a scientific experiment.
Virus:	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.
Voltage:	A measure of the difference in electric potential between two points in space, a material, or an electric circuit, expressed in volts.



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Course: Fundamental Integrated Science 1-7920030

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BASIC INFORMATION

Course Title:	Fundamental Integrated Science 1
Course Number:	7920030
Course Abbreviated Title:	FUND INTEG SCI 1
Course Path:	Section: Exceptional Student Education Grade Group: Senior High and Adult Subject: Academics - Subject Areas
Number of Credits:	One credit (1)
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
General Notes:	<p>Graduation Requirements: <i>Fundamental courses are academic skill-building courses which support a student's participation in general education classes by allowing them more time to build the necessary skills for success. Students with disabilities may earn elective credit towards a standard diploma for the successful completion of a fundamental course.</i></p> <p><i>A student for which the IEP Team has determined the general education curriculum with accommodations and supports is not appropriate but is ineligible to participate in access courses may take fundamental courses to earn credit towards a special diploma, in accordance with the district's student progression plan. These courses are appropriate for these students as general education courses may not be modified for this purpose.</i></p> <p>Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and</p>

technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3).

Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

Special Notes:
Instructional Strategies

1. Utilize UDL strategies when planning lessons for all students.
2. Ensure that students have accessible instructional materials.
3. Ensure that students read from text that varies in length and complexity.
4. Provide graphic organizers and instruct students on how to use them properly to support understanding of concepts.
5. Use rubrics for assignments that clearly outline expectations for students.
6. Make close reading and rereading of texts central to lessons and provide guided practice and immediate feedback in how to do this.
7. Provide multiple opportunities to practice new vocabulary.
8. Provide explicit instruction in how students can locate evidence from text to support their answers.
9. Provide extensive research and writing opportunities (claims and evidence) based on student interest.
10. Provide students with outlines that assist them in note taking during teacher-led instruction.
11. Teach students to utilize appropriate graphic organizers or organize thoughts when planning for writing assignments.

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STANDARDS (30)

<u>SC.6.E.6.1:</u>	Describe and give examples of ways in which Earth's surface is built up and torn down by physical and chemical weathering, erosion, and deposition.
<u>SC.6.E.6.2:</u>	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. Remarks/Examples
	Annually assessed on Grade 5 Science FCAT 2.0. Also assesses SC.4.E.6.1.
<u>SC.6.E.7.1:</u>	Differentiate among radiation, conduction, and convection, the three mechanisms by which heat is transferred through Earth's system.
<u>SC.6.L.14.2:</u>	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.
<u>SC.6.L.14.3:</u>	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.
<u>SC.6.L.14.4:</u>	Compare and contrast the structure and function of major organelles of plant and animal cells, including cell wall, cell membrane, nucleus, cytoplasm, chloroplasts, mitochondria, and vacuoles. Remarks/Examples
	CCSS Connections: MACC.K12.MP.7: Look for and make use of structure.
<u>SC.6.L.15.1:</u>	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><u>SC.7.L.16.1:</u></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>Remarks/Examples</p> <hr/> <p>Integrate HE.7.C.1.4. Describe how heredity can affect personal health.</p>
<p><u>SC.7.L.16.2:</u></p>	<p>Determine the probabilities for genotype and phenotype combinations using Punnett Squares and pedigrees.</p>
<p><u>SC.7.L.16.3:</u></p>	<p>Compare and contrast the general processes of sexual reproduction requiring meiosis and asexual reproduction requiring mitosis.</p>
<p><u>SC.7.L.17.1:</u></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><u>SC.8.L.18.1:</u></p>	<p>Describe and investigate the process of photosynthesis, such as the roles of light, carbon dioxide, water and chlorophyll; production of food; release of oxygen.</p>
<p><u>SC.8.L.18.2:</u></p>	<p>Describe and investigate how cellular respiration breaks down food to provide energy and releases carbon dioxide.</p>
<p><u>SC.8.P.8.1:</u></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>Remarks/Examples</p> <hr/> <p>Recognize that matter is composed of discrete units called atoms and atoms are composed of sub-atomic particles called protons, neutrons, and electrons. Solid is the state in which intermolecular attractions keep the molecules in fixed spatial relationships. Liquid is the state in which intermolecular attractions keep molecules in proximity, but not in fixed relationships. Gas is the state in which molecules are comparatively separated and intermolecular attractions have relatively little effect on their respective motions.</p> <hr/> <p>CCSS Connections: MACC.K12.MP.4: Model with mathematics.</p>
<p><u>SC.8.P.8.4:</u></p>	<p>Classify and compare substances on the basis of characteristic physical properties that can be demonstrated or measured; for</p>

	<p>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>Remarks/Examples</p> <p>CCSS Connections: MACC.K12.MP.5: Use appropriate tools strategically; and, MACC.K12.MP.6: Attend to precision.</p>
<u>SC.8.P.8.6:</u>	Recognize that elements are grouped in the periodic table according to similarities of their properties.
<u>SC.8.P.8.7:</u>	<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>Remarks/Examples</p> <p>CCSS Connections: MACC.K12.MP.4: Model with mathematics.</p>
<u>SC.8.P.8.8:</u>	Identify basic examples of and compare and classify the properties of compounds, including acids, bases, and salts.
<u>SC.8.P.9.3:</u>	Investigate and describe how temperature influences chemical changes.
<u>SC.912.L.17.14:</u>	Assess the need for adequate waste management strategies.
<u>SC.912.L.17.4:</u>	Describe changes in ecosystems resulting from seasonal variations, climate change and succession.
<u>SC.912.L.18.1:</u>	<p>Describe the basic molecular structures and primary functions of the four major categories of biological macromolecules.</p> <p>Remarks/Examples</p> <p>Annually assessed on Biology EOC. Also assesses SC.912.L.18.11.</p>
<u>SC.912.L.18.12:</u>	<p>Discuss the special properties of water that contribute to Earth's suitability as an environment for life: cohesive behavior, ability to moderate temperature, expansion upon freezing, and versatility as a solvent.</p> <p>Remarks/Examples</p> <p>Annually assessed on Biology EOC.</p>
<u>SC.912.L.18.7:</u>	Identify the reactants, products, and basic functions of

	photosynthesis.
<p><u>SC.912.N.1.1:</u></p>	<p>Define a problem based on a specific body of knowledge, for example: biology, chemistry, physics, and earth/space science, and do the following:</p> <ol style="list-style-type: none"> 1. Pose questions about the natural world, (Articulate the purpose of the investigation and identify the relevant scientific concepts). 2. Conduct systematic observations, (Write procedures that are clear and replicable. Identify observables and examine relationships between test (independent) variable and outcome (dependent) variable. Employ appropriate methods for accurate and consistent observations; conduct and record measurements at appropriate levels of precision. Follow safety guidelines). 3. Examine books and other sources of information to see what is already known, 4. Review what is known in light of empirical evidence, (Examine whether available empirical evidence can be interpreted in terms of existing knowledge and models, and if not, modify or develop new models). 5. Plan investigations, (Design and evaluate a scientific investigation). 6. Use tools to gather, analyze, and interpret data (this includes the use of measurement in metric and other systems, and also the generation and interpretation of graphical representations of data, including data tables and graphs), (Collect data or evidence in an organized way. Properly use instruments, equipment, and materials (e.g., scales, probeware, meter sticks, microscopes, computers) including set-up, calibration, technique, maintenance, and storage). 7. Pose answers, explanations, or descriptions of events, 8. Generate explanations that explicate or describe natural phenomena (inferences), 9. Use appropriate evidence and reasoning to justify these explanations to others, 10. Communicate results of scientific investigations, and 11. Evaluate the merits of the explanations produced by others. <p>Remarks/Examples</p> <p>Common Core State Standards (CCSS) Connections for 6-12 Literacy in Science</p>

For Students in Grades 9-10

LACC.910.RST.1.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

LACC.910.RST.1.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text.

LACC.910.RST.3.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

LACC.910.WHST.1.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

LACC.910.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.

For Students in Grades 11-12

LACC.1112.RST.1.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

LACC.1112.RST.1.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

LACC.1112.RST.3.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

LACC.1112.WHST.1.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

LACC.1112.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.

Common Core State Standards (CCSS) Connections for Mathematical Practices

MACC.K12.MP.1: Make sense of problems and persevere in solving them.

MACC.K12.MP.2: Reason abstractly and quantitatively.

MACC.K12.MP.3: Construct viable arguments and critique the reasoning of others. [Viable arguments include evidence.]

	<p>MACC.K12.MP.4: Model with mathematics. MACC.K12.MP.5: Use appropriate tools strategically. MACC.K12.MP.6: Attend to precision. MACC.K12.MP.7: Look for and make use of structure. MACC.K12.MP.8: Look for and express regularity in repeated reasoning.</p>
<p><u>SC.912.N.1.6:</u></p>	<p>Describe how scientific inferences are drawn from scientific observations and provide examples from the content being studied. Remarks/Examples</p> <p>Collect data/evidence and use tables/graphs to draw conclusions and make inferences based on patterns or trends in the data.</p> <p>CCSS Connections: MACC.K12.MP.1: Make sense of problems and persevere in solving them.</p>
<p><u>SC.912.N.2.1:</u></p>	<p>Identify what is science, what clearly is not science, and what superficially resembles science (but fails to meet the criteria for science). Remarks/Examples</p> <p>Science is the systematic and organized inquiry that is derived from observations and experimentation that can be verified or tested by further investigation to explain natural phenomena (e.g. Science is testable, pseudo-science is not; science seeks falsifications, pseudo-science seeks confirmations.)</p>
<p><u>SC.912.N.3.1:</u></p>	<p>Explain that a scientific theory is the culmination of many scientific investigations drawing together all the current evidence concerning a substantial range of phenomena; thus, a scientific theory represents the most powerful explanation scientists have to offer. Remarks/Examples</p> <p>Explain that a scientific theory is a well-tested hypothesis supported by a preponderance of empirical evidence.</p> <p>CCSS Connections: MACC.K12.MP.1: Make sense of problems and persevere in solving them; and, MACC.K12.MP.3: Construct viable arguments and critique the reasoning of others.</p>
<p><u>SC.912.N.3.3:</u></p>	<p>Explain that scientific laws are descriptions of specific relationships under given conditions in nature, but do not offer explanations for</p>

	<p>those relationships.</p> <p>Remarks/Examples</p> <p>Recognize that a scientific theory provides a broad explanation of many observed phenomena while a scientific law describes how something behaves.</p>
<u>SC.912.N.3.4:</u>	<p>Recognize that theories do not become laws, nor do laws become theories; theories are well supported explanations and laws are well supported descriptions.</p> <p>Remarks/Examples</p> <p>Recognize that theories do not become laws, theories explain laws. Recognize that not all scientific laws have accompanying explanatory theories.</p>

RELATED GLOSSARY TERM DEFINITIONS (70)

Acid:	A substance that increases the H ⁺ 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.
Asexual reproduction:	A form of reproduction in which new individuals are formed without the involvement of gametes.
Atom:	The smallest unit of a chemical element that can still retain the properties of that element.
Base:	A substance that increases the OH ⁻ concentration of a solution; a proton acceptor.
Boil:	To change from a liquid to a vapor by the application of heat.
Cell:	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

Chemical change:	A reaction or a change in a substance produced by chemical means that results in producing a different chemical.
Chloroplast:	A plastid in most cells of most plants that contains chlorophylls and carotenoid pigments and produces glucose through photosynthesis.
Chromosome:	A structure in living cells that consists of a single molecule of DNA bonded to various proteins and that carries the genes determining heredity.
Compound:	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.
Conduction:	To transmit heat, sound, or electricity through a medium.
Conductivity:	The ability or power to conduct or transmit heat, electricity, or sound.
Consumer:	An organism that feeds on other organisms for food.
Convection:	Heat transfer in a gas or liquid by the circulation of currents from one region to another.
Current :	The amount of electric charge flowing past a specified circuit point per unit time.
Cytoplasm:	The material that surrounds organelles and inside the cell membrane.
Decomposer :	Any organism that feeds or obtains nutrients by breaking down organic matter from dead organisms.
Delta:	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.
Density:	Concentration of matter of an object; number of individuals in the same species that live in a given area; the mass per unit volume.
Deposition:	The process by which sediment is carried by forces (e.g., wind, rain, or water currents) and left in a certain area.
DNA:	Deoxyribonucleic acid; a nucleic acid that is genetic material; present in all organisms.
Dune:	A hill or ridge of sand piled up by the wind.
Electron:	A stable elementary particle in the lepton family having a mass at

	rest of 9.107×10^{-28} grams and an electric charge of approximately -1.602×10^{-19} coulombs. Electrons orbit about the positively charged nuclei of atoms in distinct orbitals of different energy levels, called shells.
Energy:	The capacity to do work.
Environment:	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.
Erosion:	The wearing away of Earth's surface by the breakdown and transportation of rock and soil.
Experiment:	A procedure that is carried out and repeated under controlled conditions in order to discover, demonstrate, or test a hypothesis.
Freeze:	To pass from the liquid to the solid state by loss of heat from the substance/system.
Gas:	One of the fundamental states of matter in which the molecules do not have a fixed volume or shape.
Genotype:	The genetic information contained in a cell, an organism, or an individual.
Glacier:	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.
Heat:	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
Heredity:	The passage of biological traits or characteristics from parents to offspring through the inheritance of genes.
Homeostasis:	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.
Hypothesis :	A tentative explanation for an observation, phenomenon, or scientific problem that can be tested by further investigation.
Inference :	The act of reasoning from factual knowledge or evidence.
Investigation :	A systematic process that uses various types of data and logic and reasoning to better understand something or answer a question.

Law :	A statement that describes invariable relationships among phenomena under a specified set of conditions.
Light:	Electromagnetic radiation that lies within the visible range.
Liquid:	One of the fundamental states of matter with a definite volume but no definite shape.
Magnetic:	Having the property of attracting iron and certain other materials by virtue of a field of force.
Matter:	Substance that possesses inertia and occupies space, of which all objects are constituted.
Meiosis:	The process of nuclear division in cells during which the number of chromosomes is reduced by half.
Melt:	To be changed from a solid to a liquid state especially by the application of heat.
Membrane:	A thin layer of tissue that surrounds or lines a cell, a group of cells, or a cavity; any barrier separating two fluids.
Microscope:	An instrument with lenses and light that is used to observe objects too small to be visible with only the eyes.
Mitochondrion:	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.
Mitosis:	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.
Model :	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.
Molecule:	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.
Motion:	The act or process of changing position and/or direction.
Neutron:	A subatomic particle having zero charge, found in the nucleus of an atom.
Nucleus:	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.
Observation :	What one has observed using senses or instruments.
Organelle:	A differentiated structure within a cell, such as a mitochondrion, vacuole, or chloroplast, that performs a specific function.
Organism:	An individual form of life of one or more cells that maintains various vital processes necessary for life.
Periodic table:	A tabular arrangement of the elements according to their atomic numbers so that elements with similar properties are in the same column.
Phenotype:	The observable characteristics of an organism resulting from the interaction of its genetic makeup and its environment.
Photosynthesis:	A chemical process by which plants use light energy to convert carbon dioxide and water into carbohydrates (sugars).
Producer :	An organism, usually a plant or bacterium, that produces organic compounds from simple inorganic molecules and energy (typically light energy) from the environment.
Proton:	A subatomic particle having a positive charge and which is found in the nucleus of an atom.
Radiation:	Emission of energy in the form of rays or waves.
Scientist:	A person with expert knowledge of one or more sciences, that engages in processes to acquire and communicate knowledge.
Sexual reproduction:	Reproduction involving the union of male and female gametes producing an offspring with traits from both parents.
Solid:	Having a definite shape and a definite volume; one of the fundamental states of matter.
Solubility:	The ability or tendency of one substance to dissolve in another at a given temperature and pressure.
Space:	The limitless expanse where all objects and events occur. Outer space is the region of the universe beyond Earth's atmosphere.
Theory :	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.

Vacuole:	A cavity in the cytoplasm of a cell, bound by a single membrane and containing water, food, or metabolic waste.
Variable:	An event, condition, or factor that can be changed or controlled in order to study or test a hypothesis in a scientific experiment.



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	<p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.E.5.In.6: Identify major contributions and research from space exploration that affected Florida’s economy and culture. • SC.912.E.5.Su.6: Identify major contributions related to space exploration that affected Florida. • SC.912.E.5.Pa.5: Recognize items, such as freeze-dried food and space blankets, developed because of space exploration. <p>Remarks/Examples</p> <p>Identify examples of historical space exploration (e.g. telescopes, high altitude balloons, lunar landers, deep-space probes, space station) that had significant impact on current space exploration and recognize the importance of continued exploration in space.</p>
<p>SC.912.E.5.8 :</p>	<p>Connect the concepts of radiation and the electromagnetic spectrum to the use of historical and newly-developed observational tools. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Earth in Space and Time</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.E.5.In.5: Identify tools that use different types of radiation, such as radio waves, ultraviolet radiation, and infrared waves. • SC.912.E.5.Su.7: Recognize examples of tools that use radiation for observation purposes, such as x-rays and infrared night goggles. • SC.912.E.5.Pa.6: Recognize a tool that uses radiation for personal reasons, such as x-rays. <p>Remarks/Examples</p> <p>Describe how frequency is related to the characteristics of electromagnetic radiation and recognize how spectroscopy is used to detect and interpret information from electromagnetic radiation sources.</p>
<p>SC.912.E.6.1 :</p>	<p>Describe and differentiate the layers of Earth and the interactions among them.</p>

	<p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Earth Structures</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.E.6.In.1: Describe the three layers of Earth (core, mantle, and crust). • SC.912.E.6.Su.1: Recognize the three layers of Earth (core, mantle, and crust). • SC.912.E.6.Pa.1: Identify a surface feature of Earth, such as a hill. <p>Remarks/Examples</p> <p>Recognize the importance of the study of seismic wave data and how it can be used to determine the internal structure, density variations, and dynamic processes between Earth's layers.</p>
<p>SC.912.E.6.2 :</p>	<p>Connect surface features to surface processes that are responsible for their formation.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Earth Structures</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.E.6.In.2: Describe examples of surface features, such as glaciers, valleys, canyons, and dried riverbeds, which are caused by wind and erosion (surface processes). • SC.912.E.6.Su.2: Identify types of surface features, such as hills and valleys. • SC.912.E.6.Pa.1: Identify a surface feature of Earth, such as a hill. <p>Remarks/Examples</p> <p>Identify various landforms (e.g. dunes, lakes, sinkholes, aquifers) and describe how they form (erosion, physical/chemical weathering, and deposition). Explain how sea level changes over time have exposed and inundated continental shelves, created and destroyed inland seas, and shaped the surface of the Earth.</p>

SC.912.E.6.3 :

Analyze the scientific theory of plate tectonics and identify related major processes and features as a result of moving plates.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 02/08

Belongs to: [Earth Structures](#)

Access Points:

- **SC.912.E.6.In.3:** Relate a cause and effect of movements in Earth's crust (plate tectonics), such as fault lines in the plates causing earthquakes.
- **SC.912.E.6.Su.3:** Recognize that Earth's crust is broken into parts (plates) that move and cause mountains and volcanoes.
- **SC.912.E.6.Pa.2:** Recognize that the surface of Earth can change.

Remarks/Examples

Discuss the development of plate tectonic theory, which is derived from the combination of two theories: continental drift and seafloor spreading. Compare and contrast the three primary types of plate boundaries (convergent, divergent, and transform). Explain the origin of geologic features and processes that result from plate tectonics (e.g. earthquakes, volcanoes, trenches, mid-ocean ridges, island arcs and chains, hot spots, earthquake distribution, tsunamis, mountain ranges).

SC.912.E.7.1 :

Analyze the movement of matter and energy through the different biogeochemical cycles, including water and carbon.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 02/08

Belongs to: [Earth Systems and Patterns](#)

Access Points:

- **SC.912.E.7.In.1:** Identify cycles that occur on Earth, such as the water and carbon cycles, and the role energy plays in them.
- **SC.912.E.7.Su.1:** Recognize the phases of the water cycle that occur on Earth and the role energy plays in the water cycle.
- **SC.912.E.7.Pa.1:** Recognize that clouds release rain (part of the water cycle).

	<p>Remarks/Examples</p> <p>Describe that the Earth system contains fixed amounts of each stable chemical element and that each element moves among reservoirs in the solid earth, oceans, atmosphere and living organisms as part of biogeochemical cycles (i.e., nitrogen, water, carbon, oxygen and phosphorus), which are driven by energy from within the Earth and from the Sun.</p>
<p>SC.912.E.7.3 :</p>	<p>Differentiate and describe the various interactions among Earth systems, including: atmosphere, hydrosphere, cryosphere, geosphere, and biosphere. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Earth Systems and Patterns</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.E.7.In.3: Describe the interactions among the atmosphere, hydrosphere, and biosphere, including how air, water, and land support living things and how air temperature affects water and land temperatures. • SC.912.E.7.Su.3: Recognize components of the atmosphere, the hydrosphere, and the biosphere. • SC.912.E.7.Pa.3: Recognize that humans, plants, and animals live on the Earth (biosphere). <p>Remarks/Examples</p> <p>Interactions include transfer of energy (biogeochemical cycles, water cycle, ground and surface waters, photosynthesis, radiation, plate tectonics, conduction, and convection), storms, winds, waves, erosion, currents, deforestation and wildfires, hurricanes, tsunamis, volcanoes.</p>
<p>SC.912.L.14.1 :</p>	<p>Describe the scientific theory of cells (cell theory) and relate the history of its discovery to the process of science. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Organization and Development of Living Organisms</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.L.14.In.1: Identify that all living things are made of cells and cells function in similar ways (cell theory). • SC.912.L.14.Su.1: Identify that the cell is the smallest basic

	<p>unit of life and that all living things are made of cells.</p> <ul style="list-style-type: none"> • SC.912.L.14.Pa.1: Match parts of common living things to their functions. <p>Remarks/Examples</p> <p>Describe how continuous investigations and/or new scientific information influenced the development of the cell theory. Recognize the contributions of scientists in the development of the cell theory.</p>
<p>SC.912.L.14.2 :</p>	<p>Relate structure to function for the components of plant and animal cells. Explain the role of cell membranes as a highly selective barrier (passive and active transport). Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Organization and Development of Living Organisms</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.L.14.In.2: Identify the major parts of plant and animal cells, including the cell membrane, nucleus, and cytoplasm, and their basic functions. • SC.912.L.14.Su.2: Recognize that cells have different parts and each has a function. • SC.912.L.14.Pa.1: Match parts of common living things to their functions.
<p>SC.912.L.14.3 :</p>	<p>Compare and contrast the general structures of plant and animal cells. Compare and contrast the general structures of prokaryotic and eukaryotic cells. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Organization and Development of Living Organisms</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.L.14.In.2: Identify the major parts of plant and animal cells, including the cell membrane, nucleus, and cytoplasm, and their basic functions. • SC.912.L.14.Su.2: Recognize that cells have different parts and each has a function. • SC.912.L.14.Pa.1: Match parts of common living things to

	<p>their functions.</p> <p>Remarks/Examples</p> <hr/> <p>Annually Assessed on Biology EOC. Also assesses SC.912.L.14.2.</p>
<p><u>SC.912.L.14.7 :</u></p>	<p>Relate the structure of each of the major plant organs and tissues to physiological processes. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Organization and Development of Living Organisms</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.L.14.In.5: Describe the general processes of food production, support, water transport, and reproduction in the major parts of plants. • SC.912.L.14.Su.4: Relate parts of plants, such as leaf, stem, root, seed, and flower, to the functions of food production, support, water transport, and reproduction. • SC.912.L.14.Pa.4: Recognize major plant parts, such as root, stem, leaf, and flower. <p>Remarks/Examples</p> <hr/> <p>Annually Assessed on Biology EOC.</p>
<p><u>SC.912.L.15.1 :</u></p>	<p>Explain how the scientific theory of evolution is supported by the fossil record, comparative anatomy, comparative embryology, biogeography, molecular biology, and observed evolutionary change. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Diversity and Evolution of Living Organisms</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.L.15.In.1: Identify that prehistoric plants and animals changed over time (evolved) or became extinct. • SC.912.L.15.Su.1: Match fossils to related species. • SC.912.L.15.Pa.1: Recognize that plants and animals change as they age.

	<p>Remarks/Examples</p> <p>Annually Assessed on Biology EOC. Also assesses SC.912.L.15.10; SC.912.N.1.3; SC.912.N.1.4; SC.912.N.1.6; SC.912.N.2.1; SC.912.N.3.1; and SC.912.N.3.4.</p>
<p>SC.912.L.15.4 :</p>	<p>Describe how and why organisms are hierarchically classified and based on evolutionary relationships. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Diversity and Evolution of Living Organisms</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.L.15.In.2: Classify living organisms into their kingdoms. • SC.912.L.15.Su.2: Match organisms to the animal, plant, and fungus kingdoms. • SC.912.L.15.Pa.2: Sort common living things into plant and animal kingdoms.
<p>SC.912.L.15.6 :</p>	<p>Discuss distinguishing characteristics of the domains and kingdoms of living organisms. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Diversity and Evolution of Living Organisms</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.L.15.In.2: Classify living organisms into their kingdoms. • SC.912.L.15.Su.2: Match organisms to the animal, plant, and fungus kingdoms. • SC.912.L.15.Pa.2: Sort common living things into plant and animal kingdoms. <p>Remarks/Examples</p> <p>Annually Assessed on Biology EOC. Also assesses SC.912.L.15.4; SC.912.L.15.5; SC.912.N.1.3; and SC.912.N.1.6.</p>
<p>SC.912.L.15.8 :</p>	<p>Describe the scientific explanations of the origin of life on Earth. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08</p>

	<p>Belongs to: Diversity and Evolution of Living Organisms</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.L.15.In.3: Identify that there are scientific explanations of the origin of life on Earth. • SC.912.L.15.Su.3: Recognize that there are scientific explanations of how life began. • SC.912.L.15.Pa.1: Recognize that plants and animals change as they age. <p>Remarks/Examples</p> <p>Annually assessed on Biology EOC. Also assesses SC.912.N.1.3, SC.912.N.1.4, and SC.912.N.2.1.</p>
<p>SC.912.L.16.1 :</p>	<p>Use Mendel's laws of segregation and independent assortment to analyze patterns of inheritance. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Heredity and Reproduction</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.L.16.In.1: Identify that genes are sets of instructions that determine which characteristics are passed from parent to offspring. • SC.912.L.16.Su.1: Recognize characteristics (traits) that offspring inherit from parents. • SC.912.L.16.Pa.1: Recognize similar characteristics (traits) between a child and parents, such as hair, eye, and skin color, or height. <p>Remarks/Examples</p> <p>Annually assessed on Biology EOC. Also assesses SC.912.L.16.2.</p>
<p>SC.912.L.17.11 :</p>	<p>Evaluate the costs and benefits of renewable and nonrenewable resources, such as water, energy, fossil fuels, wildlife, and forests. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Interdependence</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.L.17.In.7: Identify types of renewable and nonrenewable natural resources and explain the need for conservation. • SC.912.L.17.Su.7: Identify a way to conserve a familiar, nonrenewable, natural resource. • SC.912.L.17.Pa.6: Recognize the importance of clean water for living things.
<p>SC.912.L.17.2 :</p>	<p>Explain the general distribution of life in aquatic systems as a function of chemistry, geography, light, depth, salinity, and temperature. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Interdependence</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.L.17.In.1: Recognize that living things in oceans and fresh water are affected by the location, availability of light, depth of the water, and temperature. • SC.912.L.17.Su.1: Recognize that living things in bodies of water are affected by the location and depth of the water. • SC.912.L.17.Pa.1: Recognize common living things in bodies of water.
<p>SC.912.L.17.3 :</p>	<p>Discuss how various oceanic and freshwater processes, such as currents, tides, and waves, affect the abundance of aquatic organisms. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Interdependence</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.L.17.In.1: Recognize that living things in oceans and fresh water are affected by the location, availability of light, depth of the water, and temperature. • SC.912.L.17.Su.1: Recognize that living things in bodies of water are affected by the location and depth of the water. • SC.912.L.17.Pa.1: Recognize common living things in bodies

	of water.
<p>SC.912.L.17.4 :</p>	<p>Describe changes in ecosystems resulting from seasonal variations, climate change and succession. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Interdependence</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.L.17.In.2: Identify that living things in an ecosystem are affected by changes in the environment, such as changes to the food supply, climate change, or the introduction of predators. • SC.912.L.17.Su.2: Recognize how animals and plants in an ecosystem may be affected by changes to the food supply or climate. • SC.912.L.17.Pa.2: Recognize what happens to plants and animals when they don't get enough food or water.
<p>SC.912.L.18.7 :</p>	<p>Identify the reactants, products, and basic functions of photosynthesis. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Matter and Energy Transformations</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.L.18.In.2: Identify the products and function of photosynthesis. • SC.912.L.18.Su.2: Recognize that the function of photosynthesis is to produce food for plants. • SC.912.L.18.Pa.2: Recognize that plants need water, light, and air to grow.
<p>SC.912.N.1.1 :</p>	<p>Define a problem based on a specific body of knowledge, for example: biology, chemistry, physics, and earth/space science, and do the following:</p> <ol style="list-style-type: none"> 1. Pose questions about the natural world, (Articulate the purpose of the investigation and identify the relevant scientific concepts). 2. Conduct systematic observations, (Write procedures that are

clear and replicable. Identify observables and examine relationships between test (independent) variable and outcome (dependent) variable. Employ appropriate methods for accurate and consistent observations; conduct and record measurements at appropriate levels of precision. Follow safety guidelines).

3. **Examine books and other sources of information to see what is already known,**
4. **Review what is known in light of empirical evidence,** (Examine whether available empirical evidence can be interpreted in terms of existing knowledge and models, and if not, modify or develop new models).
5. **Plan investigations,** (Design and evaluate a scientific investigation).
6. **Use tools to gather, analyze, and interpret data (this includes the use of measurement in metric and other systems, and also the generation and interpretation of graphical representations of data, including data tables and graphs),** (Collect data or evidence in an organized way. Properly use instruments, equipment, and materials (e.g., scales, probeware, meter sticks, microscopes, computers) including set-up, calibration, technique, maintenance, and storage).
7. **Pose answers, explanations, or descriptions of events,**
8. **Generate explanations that explicate or describe natural phenomena (inferences),**
9. **Use appropriate evidence and reasoning to justify these explanations to others,**
10. **Communicate results of scientific investigations, and**
11. **Evaluate the merits of the explanations produced by others.**

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 02/08

Belongs to: [The Practice of Science](#)

Access Points:

- **[SC.912.N.1.In.1](#):** Identify a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Identify a scientific question 2. Examine reliable sources of information to identify what is already known 3. Develop a possible explanation (hypothesis) 4. Plan and carry out an experiment 5. Gather data based on measurement and observations 6. Evaluate the data 7. Use the data to support reasonable

explanations, inferences, and conclusions.

- [SC.912.N.1.Su.1](#): Recognize a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Recognize a scientific question 2. Use reliable information and identify what is already known 3. Create possible explanation 4. Carry out a planned experiment 5. Record observations 6. Summarize results 7. Reach a reasonable conclusion.
- [SC.912.N.1.Pa.1](#): Recognize a problem related to a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Observe objects and activities 2. Follow planned procedures 3. Recognize a solution.

Remarks/Examples

Common Core State Standards (CCSS) Connections for 6-12 Literacy in Science

For Students in Grades 9-10

LACC.910.RST.1.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

LACC.910.RST.1.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text.

LACC.910.RST.3.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

LACC.910.WHST.1.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

LACC.910.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.

For Students in Grades 11-12

LACC.1112.RST.1.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in

	<p>the account.</p> <p>LACC.1112.RST.1.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p>LACC.1112.RST.3.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>LACC.1112.WHST.1.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>LACC.1112.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>Common Core State Standards (CCSS) Connections for Mathematical Practices</p> <p>MACC.K12.MP.1: Make sense of problems and persevere in solving them. MACC.K12.MP.2: Reason abstractly and quantitatively. MACC.K12.MP.3: Construct viable arguments and critique the reasoning of others. [Viable arguments include evidence.] MACC.K12.MP.4: Model with mathematics. MACC.K12.MP.5: Use appropriate tools strategically. MACC.K12.MP.6: Attend to precision. MACC.K12.MP.7: Look for and make use of structure. MACC.K12.MP.8: Look for and express regularity in repeated reasoning.</p>
<p><u>SC.912.N.1.2</u> :</p>	<p>Describe and explain what characterizes science and its methods. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: The Practice of Science</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.N.1.In.2: Describe the processes used in scientific investigations, including posing a research question, forming a hypothesis, reviewing what is known, collecting evidence, evaluating results, and reaching conclusions. • SC.912.N.1.Su.2: Identify the basic process used in scientific investigations, including questioning, observing, recording, determining, and sharing results. • SC.912.N.1.Pa.2: Recognize a process used in science to solve problems, such as observing, following procedures, and

	<p>recognizing results.</p> <p>Remarks/Examples</p> <p>Science is characterized by empirical observations, testable questions, formation of hypotheses, and experimentation that results in stable and replicable results, logical reasoning, and coherent theoretical constructs.</p> <p>CCSS Connections: MACC.K12.MP.3: Construct viable arguments and critique the reasoning of others.</p>
<p><u>SC.912.N.1.4 :</u></p>	<p>Identify sources of information and assess their reliability according to the strict standards of scientific investigation. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: The Practice of Science</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.912.N.1.In.1:</u> Identify a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Identify a scientific question 2. Examine reliable sources of information to identify what is already known 3. Develop a possible explanation (hypothesis) 4. Plan and carry out an experiment 5. Gather data based on measurement and observations 6. Evaluate the data 7. Use the data to support reasonable explanations, inferences, and conclusions. • <u>SC.912.N.1.Su.1:</u> Recognize a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Recognize a scientific question 2. Use reliable information and identify what is already known 3. Create possible explanation 4. Carry out a planned experiment 5. Record observations 6. Summarize results 7. Reach a reasonable conclusion. • <u>SC.912.N.1.Pa.1:</u> Recognize a problem related to a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Observe objects and activities 2. Follow planned procedures 3. Recognize a solution. <p>Remarks/Examples</p>

	<p>Read, interpret, and examine the credibility and validity of scientific claims in different sources of information, such as scientific articles, advertisements, or media stories. Strict standards of science include controlled variables, sufficient sample size, replication of results, empirical and measurable evidence, and the concept of falsification.</p> <p>CCSS Connections: LACC.910.RST.1.1 / LACC.1112.RST.1.1.</p>
<p><u>SC.912.N.1.7</u> :</p>	<p>Recognize the role of creativity in constructing scientific questions, methods and explanations. Cognitive Complexity: Level 1: Recall Date Adopted or Revised: 02/08 Belongs to: <u>The Practice of Science</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.912.N.1.In.4</u>: Identify that scientists use many different methods in conducting their research. • <u>SC.912.N.1.Su.4</u>: Recognize that scientists use a variety of methods to get answers to their research questions. • <u>SC.912.N.1.Pa.4</u>: Recognize that people try different ways to complete a task when the first one does not work. <p>Remarks/Examples</p> <p>Work through difficult problems using creativity, and critical and analytical thinking in problem solving (e.g. convergent versus divergent thinking and creativity in problem solving).</p> <p>CCSS Connections: MACC.K12.MP.1: Make sense of problems and persevere in solving them; and MACC.K12.MP.2: Reason abstractly and quantitatively.</p>
<p><u>SC.912.N.3.2</u> :</p>	<p>Describe the role consensus plays in the historical development of a theory in any one of the disciplines of science. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: <u>The Role of Theories, Laws, Hypotheses, and Models</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.912.N.3.In.1</u>: Recognize that a scientific theory is developed by repeated investigations of many scientists and agreement on the likely explanation.

	<ul style="list-style-type: none"> • SC.912.N.3.Su.1: Recognize that scientific theories are supported by evidence and agreement of many scientists. • SC.912.N.3.Pa.1: Recognize examples of cause-effect descriptions or explanations related to science. <p>Remarks/Examples</p> <p>Recognize that scientific argument, disagreement, discourse, and discussion create a broader and more accurate understanding of natural processes and events.</p> <p>CCSS Connections: MACC.K12.MP.3: Construct viable arguments and critique the reasoning of others.</p>
<p>SC.912.N.3.3 :</p>	<p>Explain that scientific laws are descriptions of specific relationships under given conditions in nature, but do not offer explanations for those relationships.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08</p> <p>Belongs to: The Role of Theories, Laws, Hypotheses, and Models</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.N.3.In.2: Identify examples of scientific laws that describe relationships in the natural world, such as Newton’s laws. • SC.912.N.3.Su.2: Recognize examples of scientific laws that describe relationships in nature, such as Newton’s laws. • SC.912.N.3.Pa.1: Recognize examples of cause-effect descriptions or explanations related to science. <p>Remarks/Examples</p> <p>Recognize that a scientific theory provides a broad explanation of many observed phenomena while a scientific law describes how something behaves.</p>
<p>SC.912.N.3.4 :</p>	<p>Recognize that theories do not become laws, nor do laws become theories; theories are well supported explanations and laws are well supported descriptions.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08</p> <p>Belongs to: The Role of Theories, Laws, Hypotheses, and Models</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.N.3.In.1: Recognize that a scientific theory is developed by repeated investigations of many scientists and agreement on the likely explanation. • SC.912.N.3.In.2: Identify examples of scientific laws that describe relationships in the natural world, such as Newton’s laws. • SC.912.N.3.Su.2: Recognize examples of scientific laws that describe relationships in nature, such as Newton’s laws. • SC.912.N.3.Su.1: Recognize that scientific theories are supported by evidence and agreement of many scientists. • SC.912.N.3.Pa.1: Recognize examples of cause-effect descriptions or explanations related to science. <p>Remarks/Examples</p> <p>Recognize that theories do not become laws, theories explain laws. Recognize that not all scientific laws have accompanying explanatory theories.</p>
<p>SC.912.N.3.5 :</p>	<p>Describe the function of models in science, and identify the wide range of models used in science. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: The Role of Theories, Laws, Hypotheses, and Models</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.N.3.In.3: Identify ways models are used in the study of science. • SC.912.N.3.Su.3: Recognize ways models are used in the study of science. • SC.912.N.3.Pa.2: Recognize a model used in the context of one’s own study of science. <p>Remarks/Examples</p> <p>Describe how models are used by scientists to explain observations of nature.</p> <p>CCSS Connections: MACC.K12.MP.4: Model with mathematics.</p>

SC.912.P.10.1 :

Differentiate among the various forms of energy and recognize that they can be transformed from one form to others.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 02/08

Belongs to: [Energy](#)

Access Points:

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

Remarks/Examples

Differentiate between kinetic and potential energy. Recognize that energy cannot be created or destroyed, only transformed. Identify examples of transformation of energy: Heat to light in incandescent electric light bulbs; Light to heat in laser drills; Electrical to sound in radios; Sound to electrical in microphones; Electrical to chemical in battery rechargers; Chemical to electrical in dry cells; Mechanical to electrical in generators [power plants]; Nuclear to heat in nuclear reactors; Gravitational potential energy of a falling object is converted to kinetic energy then to heat and sound energy when the object hits the ground.

SC.912.P.10.20 :

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

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 02/08

Belongs to: [Energy](#)

Access Points:

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

	<p style="text-align: center;">Remarks/Examples</p> <p>Describe the measurable properties of waves (velocity, frequency, wavelength, amplitude, period, reflection and refraction) and explain the relationships among them. Recognize that the source of all waves is a vibration and waves carry energy from one place to another. Distinguish between transverse and longitudinal waves in mechanical media, such as springs and ropes, and on the earth (seismic waves). Describe sound as a longitudinal wave whose speed depends on the properties of the medium in which it propagates.</p>
<p>SC.912.P.10.4 :</p>	<p>Describe heat as the energy transferred by convection, conduction, and radiation, and explain the connection of heat to change in temperature or states of matter.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Energy</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.P.10.In.3: Relate the transfer of heat to the states of matter, including gases result from heating, liquids result from cooling a gas, and solids result from further cooling a liquid. • SC.912.P.10.Su.3: Observe and recognize ways that heat travels, such as through space (radiation), through solids (conduction), and through liquids and gases (convection). • SC.912.P.10.Pa.3: Recognize the source and recipient of heat transfer.
<p>SC.912.P.10.7 :</p>	<p>Distinguish between endothermic and exothermic chemical processes.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Energy</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.P.10.In.4: Describe a process that gives off heat (exothermic), such as burning, and a process that absorbs heat (endothermic), such as water coming to a boil. • SC.912.P.10.Su.4: Recognize common processes that give off heat (exothermic), such as burning, and processes that absorb heat (endothermic), such as water coming to a boil.

	<ul style="list-style-type: none"> • SC.912.P.10.Pa.4: Identify materials that provide protection (insulation) from heat. <p>Remarks/Examples</p> <p>Classify chemical reactions and phase changes as exothermic (release thermal energy) or endothermic (absorb thermal energy).</p>
<p>SC.912.P.12.3 :</p>	<p>Interpret and apply Newton's three laws of motion. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Motion</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.P.12.In.3: Recognize various situations that show Newton's third law of motion: for every action there is an equal and opposite reaction. • SC.912.P.12.Su.3: Recognize the action and reaction in a situation that show Newton's third law of motion: for every action there is an equal and opposite reaction. • SC.912.P.12.Pa.3: Identify the source of the force moving an object. <p>Remarks/Examples</p> <p>Explain that when the net force on an object is zero, no acceleration occurs; thus, a moving object continues to move at a constant speed in the same direction, or, if at rest, it remains at rest (Newton's first law). Explain that when a net force is applied to an object its motion will change, or accelerate (according to Newton's second law, $F = ma$). Predict and explain how when one object exerts a force on a second object, the second object always exerts a force of equal magnitude but of opposite direction and force back on the first: $F_1 \text{ on } 2 = -F_1 \text{ on } 1$ (Newton's third law).</p>
<p>SC.912.P.8.1 :</p>	<p>Differentiate among the four states of matter. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Matter</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.P.8.In.1: Classify states of matter as solid, liquid, and gaseous.

	<ul style="list-style-type: none"> • SC.912.P.8.Su.1: Identify examples of states of matter as solid, liquid, and gaseous. • SC.912.P.8.Pa.1: Select an example of a common solid, liquid, and gas. <p>Remarks/Examples</p> <p>Differentiate among the four states of matter (solid, liquid, gas and plasma) in terms of energy, particle motion, and phase transitions. (Note: Currently five states of matter have been identified.)</p>
<p>SC.912.P.8.2 :</p>	<p>Differentiate between physical and chemical properties and physical and chemical changes of matter. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Matter</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.P.8.In.2: Compare characteristics of physical and chemical changes of matter. • SC.912.P.8.Su.2: Identify examples of physical and chemical changes. • SC.912.P.8.Pa.2: Recognize a common chemical change, such as cooking, burning, rusting, or decaying. <p>Remarks/Examples</p> <p>Discuss volume, compressibility, density, conductivity, malleability, reactivity, molecular composition, freezing, melting and boiling points. Describe simple laboratory techniques that can be used to separate homogeneous and heterogeneous mixtures (e.g. filtration, distillation, chromatography, evaporation).</p>
<p>SC.912.P.8.3 :</p>	<p>Explore the scientific theory of atoms (also known as atomic theory) by describing changes in the atomic model over time and why those changes were necessitated by experimental evidence. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Matter</p> <p>Access Points:</p>

	<ul style="list-style-type: none"> • SC.912.P.8.In.3: Identify the nucleus as the center of an atom. • SC.912.P.8.Su.3: Recognize that atoms are tiny particles in materials, too small to see. • SC.912.P.8.Pa.3: Recognize that the parts of an object can be put together to make a whole. <p>Remarks/Examples</p> <p>Describe the development and historical importance of atomic theory from Dalton (atomic theory), Thomson (the electron), Rutherford (the nucleus and “gold foil” experiment), and Bohr (planetary model of atom), and understand how each discovery leads to modern atomic theory.</p> <p>CCSS Connections: MACC.K12.MP.4: Model with mathematics.</p>
<p>SC.912.P.8.4 :</p>	<p>Explore the scientific theory of atoms (also known as atomic theory) by describing the structure of atoms in terms of protons, neutrons and electrons, and differentiate among these particles in terms of their mass, electrical charges and locations within the atom.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Matter</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.P.8.In.3: Identify the nucleus as the center of an atom. • SC.912.P.8.Su.3: Recognize that atoms are tiny particles in materials, too small to see. • SC.912.P.8.Pa.3: Recognize that the parts of an object can be put together to make a whole. <p>Remarks/Examples</p> <p>Explain that electrons, protons and neutrons are parts of the atom and that the nuclei of atoms are composed of protons and neutrons, which experience forces of attraction and repulsion consistent with their charges and masses.</p> <p>CCSS Connections: MACC.K12.MP.4: Model with mathematics.</p>
<p>SC.912.P.8.5 :</p>	<p>Relate properties of atoms and their position in the periodic table to</p>

the arrangement of their electrons.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 02/08

Belongs to: [Matter](#)

Access Points:

- [SC.912.P.8.In.4](#): Recognize that the periodic table includes all known elements.
- [SC.912.P.8.Su.4](#): Recognize examples of common elements, such as oxygen and hydrogen.
- [SC.912.P.8.Pa.3](#): Recognize that the parts of an object can be put together to make a whole.

Remarks/Examples

Use the periodic table and electron configuration to determine an element's number of valence electrons and its chemical and physical properties. Explain how chemical properties depend almost entirely on the configuration of the outer electron shell.

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

Interpret formula representations of molecules and compounds in terms of composition and structure.

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Belongs to: [Matter](#)

Access Points:

- [SC.912.P.8.In.6](#): Identify formulas for common compounds, such as H₂O and CO₂.
- [SC.912.P.8.Su.6](#): Match common chemical formulas to their common name, such as H₂O to water.
- [SC.912.P.8.Pa.4](#): Match common compounds to their names or communication symbols.

Remarks/Examples

Write chemical formulas for simple covalent (HCl, SO₂, CO₂, and CH₄), ionic (Na⁺ + Cl⁻ → NaCl) and molecular (O₂, H₂O) compounds. Predict the formulas of ionic compounds based on the number of valence electrons and the charges on the ions.

RELATED GLOSSARY TERM DEFINITIONS (81)

Acceleration:	Rate of change in velocity, usually expressed in meters per second per second; involves an increase or decrease in speed and/or a change in direction.
Anatomy:	The scientific study of the shape and structure of organisms and their parts.
Aquatic:	In or on the water
Asteroid:	A rocky or metallic object that orbits the Sun and is much smaller than a planet.
Atmosphere:	The layers of gas that surround Earth, other planets, or stars.
Atom:	The smallest unit of a chemical element that can still retain the properties of that element.
Attraction :	A term used to describe the electric or magnetic force exerted by oppositely charged objects or to describe the gravitational force that pulls objects toward each other.
Big Bang Theory:	A cosmological theory holding that the universe originated approximately 20 billion years ago from the violent explosion of a very small agglomeration of matter of extremely high density and temperature.
Biosphere:	The part of the earth and its atmosphere in which living organisms exist or that is capable of supporting life.
Boil:	To change from a liquid to a vapor by the application of heat.
Cell:	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
Chemical change:	A reaction or a change in a substance produced by chemical means that results in producing a different chemical.
Comet:	A celestial body that appears as a fuzzy head usually surrounding a

	bright nucleus, that has a usually highly eccentric orbit, that consists primarily of ice and dust, and that often develops one or more long tails when near the sun.
Compound:	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.
Conduction:	To transmit heat, sound, or electricity through a medium.
Conductivity:	The ability or power to conduct or transmit heat, electricity, or sound.
Convection:	Heat transfer in a gas or liquid by the circulation of currents from one region to another.
Current :	The amount of electric charge flowing past a specified circuit point per unit time.
Deforestation:	The cutting down and removal of all or most of the trees in a forested area.
Density:	Concentration of matter of an object; number of individuals in the same species that live in a given area; the mass per unit volume.
Deposition:	The process by which sediment is carried by forces (e.g., wind, rain, or water currents) and left in a certain area.
Dune:	A hill or ridge of sand piled up by the wind.
Earthquake:	The shaking of the ground caused by a sudden release of energy in Earth's crust.
Electromagnetic radiation:	The emission and propagation of the entire range of the electromagnetic spectrum, including: gamma rays, x-rays, ultraviolet radiation, visible light, microwaves, and radio waves.
Electromagnetic spectrum:	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.
Electron:	A stable elementary particle in the lepton family having a mass at rest of 9.107×10^{-28} grams and an electric charge of approximately -1.602×10^{-19} coulombs. Electrons orbit about the positively charged nuclei of atoms in distinct orbitals of different energy levels, called shells.

Embryology:	The branch of biology that deals with the formation, early growth, and development of living organisms.
Energy:	The capacity to do work.
Erosion:	The wearing away of Earth's surface by the breakdown and transportation of rock and soil.
Evaporation:	The process by which a liquid is converted to its vapor phase by heating the liquid.
Evolution :	A theory that the various types of species arise from pre-existing species and that distinguishable characteristics are due to modifications through successive generations.
Experiment:	A procedure that is carried out and repeated under controlled conditions in order to discover, demonstrate, or test a hypothesis.
Force:	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.
Fossil:	A whole or part of an organism that has been preserved in sedimentary rock.
Freeze:	To pass from the liquid to the solid state by loss of heat from the substance/system.
Frequency:	The number of cycles or waves per unit time.
Galaxy:	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.
Gas:	One of the fundamental states of matter in which the molecules do not have a fixed volume or shape.
Geosphere:	The solid part of the earth consisting of the crust and outer mantle.
Gravity:	The force of attraction between any two objects.
Heat:	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
Hydrosphere:	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.

Hypothesis :	A tentative explanation for an observation, phenomenon, or scientific problem that can be tested by further investigation.
Inference :	The act of reasoning from factual knowledge or evidence.
Investigation :	A systematic process that uses various types of data and logic and reasoning to better understand something or answer a question.
Kinetic energy:	The energy possessed by a body because of its motion.
Law :	A statement that describes invariable relationships among phenomena under a specified set of conditions.
Light:	Electromagnetic radiation that lies within the visible range.
Liquid:	One of the fundamental states of matter with a definite volume but no definite shape.
Mass:	The amount of matter an object contains.
Matter:	Substance that possesses inertia and occupies space, of which all objects are constituted.
Melt:	To be changed from a solid to a liquid state especially by the application of heat.
Membrane:	A thin layer of tissue that surrounds or lines a cell, a group of cells, or a cavity; any barrier separating two fluids.
Microscope:	An instrument with lenses and light that is used to observe objects too small to be visible with only the eyes.
Model :	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.
Molecule:	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.
Moon:	A natural satellite that revolves around a planet.
Motion:	The act or process of changing position and/or direction.
Neutron:	A subatomic particle having zero charge, found in the nucleus of an atom.
Nonrenewable resource:	A resource that can only be replenished over millions of years.

Nuclear reaction:	A process, such as fission, fusion, or radioactive decay, in which the structure of an atomic nucleus is altered through release of energy or mass or by being broken apart.
Nucleus:	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.
Observation :	What one has observed using senses or instruments.
Organ:	A structure containing different tissues that are organized to carry out a specific function of the body (e.g., heart, lungs, brain, etc.)
Organism:	An individual form of life of one or more cells that maintains various vital processes necessary for life.
Periodic table:	A tabular arrangement of the elements according to their atomic numbers so that elements with similar properties are in the same column.
Photosynthesis:	A chemical process by which plants use light energy to convert carbon dioxide and water into carbohydrates (sugars).
Plate tectonics:	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.
Proton:	A subatomic particle having a positive charge and which is found in the nucleus of an atom.
Radiation:	Emission of energy in the form of rays or waves.
Space:	The limitless expanse where all objects and events occur. Outer space is the region of the universe beyond Earth's atmosphere.
Sun:	The closest star to Earth and the center of our solar system.
Theory :	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.
Tide:	The regular rise and fall in the surface level of the Earth's oceans, seas, and bays caused by the gravitational attraction of the Moon and to a lesser extent of the Sun.
Tissue:	Similar cells acting to perform a specific function.
Variable:	An event, condition, or factor that can be changed or controlled in

	order to study or test a hypothesis in a scientific experiment.
Velocity:	The time rate at which a body changes its position vector; quantity whose magnitude is expressed in units of distance over time.
Vibration:	A periodic and repetitive movement around an equilibrium point.
Volume:	A measure of the amount of space an object takes up; also the loudness of a sound or signal.
Water cycle:	The path water takes as it is being cycled through the environment, including condensation, evaporation, and precipitation.
Wavelength:	The distance between crests of a wave.



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Cognitive Complexity: N/A | Date Adopted or Revised: 01/07
Belongs to: [Fiction](#)

Access Points:

- [LA.910.2.1.In.g](#): Identify language that creates images in various kinds of literature.
- [LA.910.2.1.Su.g](#): Identify language that creates images in stories and poems.
- [LA.910.2.1.Pa.b](#): Recognize sounds, symbols, and words that describe people, objects, actions, and feelings in read-aloud literature.

[LA.910.2.1.8](#) :

The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07
Belongs to: [Fiction](#)

Access Points:

- [LA.910.2.1.In.h](#): Identify ideas and theme in historical literary works.
- [LA.910.2.1.Su.h](#): Recognize the theme in historical literary works.
- [LA.910.2.1.Pa.c](#): Use pictures, symbols, and words to describe characters, objects, and actions and settings in read-aloud literature.

[LA.910.2.1.9](#) :

The student will identify, analyze, and compare the differences in English language patterns and vocabulary choices of contemporary and historical texts; and

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07
Belongs to: [Fiction](#)

Access Points:

- [LA.910.2.1.In.i](#): Identify common examples of language that have been influenced by history and culture.
- [LA.910.2.1.Su.i](#): Recognize common examples of language that have been influenced by history and culture.
- [LA.910.2.1.Pa.b](#): Recognize sounds, symbols, and words that describe people, objects, actions, and feelings in read-aloud literature.

[LA.910.2.2.1](#) :

The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07
Belongs to: [Nonfiction](#)

Access Points:

- [LA.910.2.2.In.a](#): Locate information provided in text features (e.g. table of contents, headings, subheadings, charts and maps, text styles, index, glossary).
- [LA.910.2.2.Su.a](#): Identify information in text features (e.g. title, illustrations

Course: Fundamental Explorations in Mathematics 1- 7912110

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4851.aspx>

BASIC INFORMATION

Course Title:	Fundamental Explorations in Mathematics 1
Course Number:	7912110
Course Abbreviated Title:	FUND EXPLORS IN MATH 1
Course Path:	Section: Exceptional Student Education Grade Group: Senior High and Adult Subject: Academics - Subject Areas
Number of Credits:	One credit (1)
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
Version Description:	<p>Graduation Requirements: <i>Fundamental courses are academic skill-building courses which support a student's participation in general education classes by allowing them more time to build the necessary skills for success. Students with disabilities may earn elective credit towards a standard diploma for the successful completion of a fundamental course.</i></p> <p><i>A student for which the IEP Team has determined the general education curriculum with accommodations and supports is not appropriate but is ineligible to participate in access courses may take fundamental courses to earn credit towards a special diploma, in accordance with the district's student progression plan. These courses are appropriate for these students as general education courses may not be modified for this purpose.</i></p>

STANDARDS (38)

<u>LACC.910.RST.1.3:</u>	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
<u>LACC.910.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<u>LACC.910.RST.3.7:</u>	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
<u>LACC.910.WHST.1.1:</u>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none">Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.Provide a concluding statement or section that follows from or supports the argument presented.
<u>LACC.910.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LACC.910.WHST.3.9:</u>	Draw evidence from informational texts to support analysis,

	reflection, and research.
<u>MACC.6.EE.1.1:</u>	Write and evaluate numerical expressions involving whole-number exponents.
<u>MACC.6.EE.1.2:</u>	<p>Write, read, and evaluate expressions in which letters stand for numbers.</p> <ol style="list-style-type: none"> Write expressions that record operations with numbers and with letters standing for numbers. <i>For example, express the calculation “Subtract y from 5” as $5 - y$.</i> Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. <i>For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms.</i> Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). <i>For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = 1/2$.</i>
<u>MACC.6.EE.1.3:</u>	<p>Apply the properties of operations to generate equivalent expressions. <i>For example, apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$; apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$; apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$.</i></p> <p>Remarks/Examples</p> <p>Examples of Opportunities for In-Depth Focus</p> <p>By applying properties of operations to generate equivalent expressions, students use properties of operations that they are familiar with from previous grades’ work with numbers — generalizing arithmetic in the process.</p>

Course: 7920020 Access Earth/Space Science-

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse1769.aspx>

BASIC INFORMATION

Course Title:	Access Earth/Space Science
Course Number:	7920020
Course Abbreviated Title:	ACCESS E/S SCI
Course Path:	Section: Exceptional Student Education Grade Group: Senior High and Adult Subject: Academics - Subject Areas
Number of Credits:	Course may be taken for up to two credits
Course length:	Year (Y)
Course Type:	Core
Status:	State Board Approved
Requires Highly Qualified Teacher(HQT)?	Yes
Course Size?	Yes
No Child Left Behind (NCLB)?	Yes
General Notes:	Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent), which reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with

significant cognitive disabilities.

Science is the study of living and non-living systems and how they interact with one another in logical and organized ways (cause and effect). It explains the orderly nature of the world around us and reinforces the calculable, rather than random, nature of life. With such knowledge, the way each of us interacts with our environment becomes more predictable. When people can predict outcomes in life, they gain control of their environment, their fears, and their destiny.

Additionally, scientific inquiry provides students with a systematic approach to posing questions and seeking answers through observation and data collection. While the process may appear lofty for students with significant cognitive disabilities, observing and collecting data on life's activities brings relevance to otherwise detached events and provides experience on which to base predictions and analyze consequences of actions. Knowing how to respond to a set of circumstances depends on how well we understand the nature of those circumstances.

Regardless of the specific discipline, the study of science creates a rational, organized, and predictable framework for interacting with the world around us. The result is an increased sense of control over the environment and a reduced sense of helplessness, both of which are essential for willful participation in life.

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of Earth/Space Science. Understanding the dynamic relationship between the environment, the Earth and the universe improves the ability to predict how we impact our surroundings and prepares us to respond to and interact with the forces and objects of nature. The content should include, but not be limited to:

- Earth systems, structures, and processes
- Natural forces and their effect on Earth and the universe
- The transfer of energy and matter
- The dynamic nature of the geosphere
- The water cycle, weather, and climate
- Investigative methodology
- Renewable and non-renewable energy resources

RELATED ACCESS POINTS: Independent(43) Supported(44) Participatory(34) Core Content Connector(0)

<p><u>SC.912.E.5.1</u> :</p>	<p>Cite evidence used to develop and verify the scientific theory of the Big Bang (also known as the Big Bang Theory) of the origin of the universe.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Earth in Space and Time</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.912.E.5.In.1</u>: Recognize that the Milky Way is part of the expanding universe. • <u>SC.912.E.5.Su.1</u>: Recognize that the universe consists of many galaxies, including the Milky Way. • <u>SC.912.E.5.Pa.1</u>: Recognize that when objects move away from each other, the distance between them expands. <p>Remarks/Examples</p> <p>Explain evidence to support the formation of the universe, which has been expanding for approximately 15 billion year (e.g. ratio of gases, red-shift from distant galaxies, and cosmic background radiation).</p>
<p><u>SC.912.E.5.2</u> :</p>	<p>Identify patterns in the organization and distribution of matter in the universe and the forces that determine them.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Earth in Space and Time</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.912.E.5.In.1</u>: Recognize that the Milky Way is part of the expanding universe. • <u>SC.912.E.5.Su.1</u>: Recognize that the universe consists of many galaxies, including the Milky Way. • <u>SC.912.E.5.Pa.1</u>: Recognize that when objects move away

	<p>from each other, the distance between them expands.</p> <p>Remarks/Examples</p> <p>Identify patterns that influence the formation, heirarchy, and motions of the various kinds of objects in the solar system and the role of gravity and inertia on these motions (include the Sun, Earth, and Moon, planets, satellites, comets, asteroids, star clusters, galaxies, galaxy clusters). Recognize that the universe contains many billions of galaxies, and each galaxy contains many billions of stars. Recognize that constellations are contrived associations of stars that do not reflect functional relationships in space.</p> <p>CCSS Connections: MACC.K12.MP.7: Look for and make use of structure.</p>
<p><u>SC.912.E.5.3</u> :</p>	<p>Describe and predict how the initial mass of a star determines its evolution.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08</p> <p>Belongs to: Earth in Space and Time</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.912.E.5.In.2</u>: Identify stars as giant masses of burning gases that are changing. • <u>SC.912.E.5.Su.2</u>: Recognize that stars are made of burning gases. • <u>SC.912.E.5.Pa.2</u>: Recognize that stars are bright. <p>Remarks/Examples</p> <p>Compare and contrast the evolution of stars of different masses (include the three outcomes of stellar evolution based on mass: black hole, neutron star, white dwarf). Differentiate between the different types of stars found on the Hertzsprung-Russell diagram and the balance between gravitational collapse and nuclear fusion in determining the color, brightness, and life span of a star.</p>
<p><u>SC.912.E.5.4</u> :</p>	<p>Explain the physical properties of the Sun and its dynamic nature and connect them to conditions and events on Earth.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08</p>

	<p>Belongs to: Earth in Space and Time</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.E.5.In.3: Describe the Sun as a medium-sized star with sunspots and storms that can affect weather and radio transmissions on Earth. • SC.912.E.5.Su.3: Describe observable effects of the Sun on Earth, such as changes in light and temperature. • SC.912.E.5.Pa.3: Observe and recognize effects of the Sun on Earth, such as temperature changes. <p>Remarks/Examples</p> <p>Describe the physical properties of the Sun (sunspot cycles, solar flares, prominences, layers of the Sun, coronal mass ejections, and nuclear reactions) and the impact of the Sun as the main source of external energy for the Earth.</p>
<p>SC.912.E.5.5 :</p>	<p>Explain the formation of planetary systems based on our knowledge of our Solar System and apply this knowledge to newly discovered planetary systems.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08</p> <p>Belongs to: Earth in Space and Time</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.E.5.In.4: Recognize that there are other planetary systems in the universe besides the Solar System. • SC.912.E.5.Su.4: Recognize that there are planetary systems in the Universe. • SC.912.E.5.Pa.4: Recognize that Earth is a planet. <p>Remarks/Examples</p> <p>Describe how evidence from the study of our Solar System and newly discovered extra solar planetary systems supports the Nebular theory of the formation of planetary systems.</p>
<p>SC.912.E.5.6 :</p>	<p>Develop logical connections through physical principles, including Kepler's and Newton's Laws about the relationships and the effects of Earth, Moon, and Sun on each other.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08</p>

	<p>Belongs to: Earth in Space and Time</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.E.5.In.7: Recognize a lunar eclipse, a solar eclipse, and the effect of the Moon on tides on Earth. • SC.912.E.5.Su.5: Recognize an eclipse. • SC.912.E.5.Pa.3: Observe and recognize effects of the Sun on Earth, such as temperature changes. <p>Remarks/Examples</p> <p>Explain that Kepler’s laws determine the orbits of objects in the solar system and recognize that Kepler’s laws are a direct consequence of Newton’s Law of Universal Gravitation and Laws of Motion.</p>
<p>SC.912.E.5.7 :</p>	<p>Relate the history of and explain the justification for future space exploration and continuing technology development. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Earth in Space and Time</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.E.5.In.6: Identify major contributions and research from space exploration that affected Florida’s economy and culture. • SC.912.E.5.Su.6: Identify major contributions related to space exploration that affected Florida. • SC.912.E.5.Pa.5: Recognize items, such as freeze-dried food and space blankets, developed because of space exploration. <p>Remarks/Examples</p> <p>Identify examples of historical space exploration (e.g. telescopes, high altitude balloons, lunar landers, deep-space probes, space station) that had significant impact on current space exploration and recognize the importance of continued exploration in space.</p>
<p>SC.912.E.5.8 :</p>	<p>Connect the concepts of radiation and the electromagnetic spectrum to the use of historical and newly-developed observational tools. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08</p>

	<p>Belongs to: Earth in Space and Time</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.E.5.In.5: Identify tools that use different types of radiation, such as radio waves, ultraviolet radiation, and infrared waves. • SC.912.E.5.Su.7: Recognize examples of tools that use radiation for observation purposes, such as x-rays and infrared night goggles. • SC.912.E.5.Pa.6: Recognize a tool that uses radiation for personal reasons, such as x-rays. <p>Remarks/Examples</p> <p>Describe how frequency is related to the characteristics of electromagnetic radiation and recognize how spectroscopy is used to detect and interpret information from electromagnetic radiation sources.</p>
<p>SC.912.E.5.9 :</p>	<p>Analyze the broad effects of space exploration on the economy and culture of Florida.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08</p> <p>Belongs to: Earth in Space and Time</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.E.5.Su.6: Identify major contributions related to space exploration that affected Florida. • SC.912.E.5.Pa.5: Recognize items, such as freeze-dried food and space blankets, developed because of space exploration. <p>Remarks/Examples</p> <p>Recognize the economic, technical and social benefits of spinoff technology developed through the space program.</p>
<p>SC.912.E.6.1 :</p>	<p>Describe and differentiate the layers of Earth and the interactions among them.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08</p> <p>Belongs to: Earth Structures</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.E.6.In.1: Describe the three layers of Earth (core, mantle, and crust). • SC.912.E.6.Su.1: Recognize the three layers of Earth (core, mantle, and crust). • SC.912.E.6.Pa.1: Identify a surface feature of Earth, such as a hill. <p>Remarks/Examples</p> <p>Recognize the importance of the study of seismic wave data and how it can be used to determine the internal structure, density variations, and dynamic processes between Earth's layers.</p>
<p>SC.912.E.6.2 :</p>	<p>Connect surface features to surface processes that are responsible for their formation.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Earth Structures</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.E.6.In.2: Describe examples of surface features, such as glaciers, valleys, canyons, and dried riverbeds, which are caused by wind and erosion (surface processes). • SC.912.E.6.Su.2: Identify types of surface features, such as hills and valleys. • SC.912.E.6.Pa.1: Identify a surface feature of Earth, such as a hill. <p>Remarks/Examples</p> <p>Identify various landforms (e.g. dunes, lakes, sinkholes, aquifers) and describe how they form (erosion, physical/chemical weathering, and deposition). Explain how sea level changes over time have exposed and inundated continental shelves, created and destroyed inland seas, and shaped the surface of the Earth.</p>
<p>SC.912.E.6.3 :</p>	<p>Analyze the scientific theory of plate tectonics and identify related major processes and features as a result of moving plates.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08</p>

	<p>Belongs to: Earth Structures</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.E.6.In.3: Relate a cause and effect of movements in Earth’s crust (plate tectonics), such as fault lines in the plates causing earthquakes. • SC.912.E.6.Su.3: Recognize that Earth’s crust is broken into parts (plates) that move and cause mountains and volcanoes. • SC.912.E.6.Pa.2: Recognize that the surface of Earth can change. <p>Remarks/Examples</p> <p>Discuss the development of plate tectonic theory, which is derived from the combination of two theories: continental drift and seafloor spreading. Compare and contrast the three primary types of plate boundaries (convergent, divergent, and transform). Explain the origin of geologic features and processes that result from plate tectonics (e.g. earthquakes, volcanoes, trenches, mid-ocean ridges, island arcs and chains, hot spots, earthquake distribution, tsunamis, mountain ranges).</p>
<p>SC.912.E.6.4 :</p>	<p>Analyze how specific geologic processes and features are expressed in Florida and elsewhere.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08</p> <p>Belongs to: Earth Structures</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.E.6.In.4: Identify natural geological processes that change the land and water in Florida, including beach erosion and sinkholes. • SC.912.E.6.Su.4: Recognize examples of natural changes to Florida’s land and water, such as beach erosion. • SC.912.E.6.Pa.2: Recognize that the surface of Earth can change. <p>Remarks/Examples</p> <p>Describe the effect of ocean and Gulf water currents, gravel mining, beach erosion, dune development, aquifers and</p>

	<p>ground water, salt water intrusion, springs, and sink holes on the formation of the Florida peninsula. Explain the effects of latitude, elevation, topography (land surface type), proximity to large bodies of water, and temperature of ocean currents, on climate in Florida.</p>
<p><u>SC.912.E.7.1 :</u></p>	<p>Analyze the movement of matter and energy through the different biogeochemical cycles, including water and carbon. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: <u>Earth Systems and Patterns</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.912.E.7.In.1</u>: Identify cycles that occur on Earth, such as the water and carbon cycles, and the role energy plays in them. • <u>SC.912.E.7.Su.1</u>: Recognize the phases of the water cycle that occur on Earth and the role energy plays in the water cycle. • <u>SC.912.E.7.Pa.1</u>: Recognize that clouds release rain (part of the water cycle). <p>Remarks/Examples</p> <p>Describe that the Earth system contains fixed amounts of each stable chemical element and that each element moves among reservoirs in the solid earth, oceans, atmosphere and living organisms as part of biogeochemical cycles (i.e., nitrogen, water, carbon, oxygen and phosphorus), which are driven by energy from within the Earth and from the Sun.</p>
<p><u>SC.912.E.7.2 :</u></p>	<p>Analyze the causes of the various kinds of surface and deep water motion within the oceans and their impacts on the transfer of energy between the poles and the equator. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: <u>Earth Systems and Patterns</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.912.E.7.In.2</u>: Recognize that there are circular movements of ocean water (surface and deep-water currents) which move cold water from the poles toward the tropics and vice versa. • <u>SC.912.E.7.Su.2</u>: Recognize that currents move the ocean

	<p>water around Earth.</p> <ul style="list-style-type: none"> • SC.912.E.7.Pa.2: Recognize waves in the ocean. <p>Remarks/Examples</p> <p>Explain how surface and deep-water circulation patterns (Coriolis effect, La Niña, El Niño, Southern Oscillation, upwelling, ocean surface cooling, freshwater influx, density differences, Labrador Current and Gulf Stream) impact energy transfer in the environment.</p>
<p>SC.912.E.7.3 :</p>	<p>Differentiate and describe the various interactions among Earth systems, including: atmosphere, hydrosphere, cryosphere, geosphere, and biosphere. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Earth Systems and Patterns</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.E.7.In.3: Describe the interactions among the atmosphere, hydrosphere, and biosphere, including how air, water, and land support living things and how air temperature affects water and land temperatures. • SC.912.E.7.Su.3: Recognize components of the atmosphere, the hydrosphere, and the biosphere. • SC.912.E.7.Pa.3: Recognize that humans, plants, and animals live on the Earth (biosphere). <p>Remarks/Examples</p> <p>Interactions include transfer of energy (biogeochemical cycles, water cycle, ground and surface waters, photosynthesis, radiation, plate tectonics, conduction, and convection), storms, winds, waves, erosion, currents, deforestation and wildfires, hurricanes, tsunamis, volcanoes.</p>
<p>SC.912.E.7.4 :</p>	<p>Summarize the conditions that contribute to the climate of a geographic area, including the relationships to lakes and oceans. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Earth Systems and Patterns</p> <p>Access Points:</p>

	<ul style="list-style-type: none"> • SC.912.E.7.In.4: Describe variations in climate due to geological locations, such as on mountains and the nearness to large bodies of water. • SC.912.E.7.Su.4: Identify the climate conditions in different parts of the world. • SC.912.E.7.Pa.4: Recognize that weather (climate) is different in different locations. <p>Remarks/Examples</p> <p>Describe how latitude, altitude, topography, prevailing winds, proximity to large bodies of water, vegetation and ocean currents determine the climate of a geographic area.</p>
<p>SC.912.E.7.5 :</p>	<p>Predict future weather conditions based on present observations and conceptual models and recognize limitations and uncertainties of such predictions.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08</p> <p>Belongs to: Earth Systems and Patterns</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.E.7.In.5: Identify weather conditions using weather data and weather maps. • SC.912.E.7.Su.5: Identify weather conditions, including temperature, wind speed, and humidity. • SC.912.E.7.Pa.5: Recognize the weather conditions, including severe weather, in Florida. <p>Remarks/Examples</p> <p>Use models, weather maps and other tools to predict weather conditions and differentiate between accuracy of short-range and long-range weather forecasts.</p>
<p>SC.912.E.7.6 :</p>	<p>Relate the formation of severe weather to the various physical factors.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08</p> <p>Belongs to: Earth Systems and Patterns</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.E.7.In.6: Compare weather conditions in different

	<p>types of severe storms, including hurricanes, tornadoes, and thunderstorms.</p> <ul style="list-style-type: none"> • SC.912.E.7.Su.6: Recognize conditions in severe storms, such as hurricanes, tornadoes, and thunderstorms. • SC.912.E.7.Pa.5: Recognize the weather conditions, including severe weather, in Florida. <p>Remarks/Examples</p> <p>Identify the causes of severe weather. Compare and contrast physical factors that affect the formation of severe weather events (e.g. hurricanes, tornados, flash floods, thunderstorms, and drought).</p>
<p>SC.912.E.7.7 :</p>	<p>Identify, analyze, and relate the internal (Earth system) and external (astronomical) conditions that contribute to global climate change. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Earth Systems and Patterns</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.E.7.In.7: Recognize that global climate change is related to conditions in the atmosphere and oceans. • SC.912.E.7.Su.7: Recognize that global climate change occurs over a long period of time. • SC.912.E.7.Pa.4: Recognize that weather (climate) is different in different locations. <p>Remarks/Examples</p> <p>Explain the possible natural (e.g. increased global temperature, wildfires, volcanic dust) and anthropogenic mechanisms (e.g. air pollution, acid rain, greenhouse gases, burning of fossil fuels) and the effects of these mechanisms on global climate change.</p>
<p>SC.912.E.7.8 :</p>	<p>Explain how various atmospheric, oceanic, and hydrologic conditions in Florida have influenced and can influence human behavior, both individually and collectively. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Earth Systems and Patterns</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.E.7.In.8: Describe how atmospheric and hydrologic conditions, such as hurricanes, drought, wildfires, and sinkholes, affect human behavior. • SC.912.E.7.Su.8: Identify how weather and water conditions affect humans in Florida. • SC.912.E.7.Pa.5: Recognize the weather conditions, including severe weather, in Florida. <p>Remarks/Examples</p> <p>Describe and discuss the conditions that bring about floods, droughts, wildfires, thunderstorms, hurricanes, rip currents, and tsunamis and how these conditions can influence human behavior (e.g. energy alternatives, conservation, migration, storm preparedness).</p>
<p>SC.912.E.7.9 :</p>	<p>Cite evidence that the ocean has had a significant influence on climate change by absorbing, storing, and moving heat, carbon, and water.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Earth Systems and Patterns</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.E.7.In.9: Recognize that the ocean absorbs most of the solar energy reaching Earth and loses heat primarily by evaporation. • SC.912.E.7.Su.9: Recognize that the ocean absorbs heat from the Sun and then warms the air. • SC.912.E.7.Pa.6: Recognize that the Sun heats the water in the ocean. <p>Remarks/Examples</p> <p>Explain how the oceans act as sources/sinks of heat energy, store carbon dioxide mostly as dissolved HCO_3^- and CaCO_3 as precipitate or biogenic carbonate deposits, which have an impact on climate change.</p>
<p>SC.912.L.15.1 :</p>	<p>Explain how the scientific theory of evolution is supported by the fossil record, comparative anatomy, comparative embryology,</p>

	<p>biogeography, molecular biology, and observed evolutionary change. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Diversity and Evolution of Living Organisms</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.L.15.In.1: Identify that prehistoric plants and animals changed over time (evolved) or became extinct. • SC.912.L.15.Su.1: Match fossils to related species. • SC.912.L.15.Pa.1: Recognize that plants and animals change as they age. <p>Remarks/Examples</p> <hr/> <p>Annually Assessed on Biology EOC. Also assesses SC.912.L.15.10; SC.912.N.1.3; SC.912.N.1.4; SC.912.N.1.6; SC.912.N.2.1; SC.912.N.3.1; and SC.912.N.3.4.</p>
<p>SC.912.L.15.8 :</p>	<p>Describe the scientific explanations of the origin of life on Earth. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Diversity and Evolution of Living Organisms</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.L.15.In.3: Identify that there are scientific explanations of the origin of life on Earth. • SC.912.L.15.Su.3: Recognize that there are scientific explanations of how life began. • SC.912.L.15.Pa.1: Recognize that plants and animals change as they age. <p>Remarks/Examples</p> <hr/> <p>Annually assessed on Biology EOC. Also assesses SC.912.N.1.3, SC.912.N.1.4, and SC.912.N.2.1.</p>
<p>SC.912.N.1.1 :</p>	<p>Define a problem based on a specific body of knowledge, for example: biology, chemistry, physics, and earth/space science, and do the following:</p> <ol style="list-style-type: none"> 1. Pose questions about the natural world, (Articulate the purpose of the investigation and identify the relevant scientific concepts).

2. **Conduct systematic observations,** (Write procedures that are clear and replicable. Identify observables and examine relationships between test (independent) variable and outcome (dependent) variable. Employ appropriate methods for accurate and consistent observations; conduct and record measurements at appropriate levels of precision. Follow safety guidelines).
3. **Examine books and other sources of information to see what is already known,**
4. **Review what is known in light of empirical evidence,** (Examine whether available empirical evidence can be interpreted in terms of existing knowledge and models, and if not, modify or develop new models).
5. **Plan investigations,** (Design and evaluate a scientific investigation).
6. **Use tools to gather, analyze, and interpret data (this includes the use of measurement in metric and other systems, and also the generation and interpretation of graphical representations of data, including data tables and graphs),** (Collect data or evidence in an organized way. Properly use instruments, equipment, and materials (e.g., scales, probeware, meter sticks, microscopes, computers) including set-up, calibration, technique, maintenance, and storage).
7. **Pose answers, explanations, or descriptions of events,**
8. **Generate explanations that explicate or describe natural phenomena (inferences),**
9. **Use appropriate evidence and reasoning to justify these explanations to others,**
10. **Communicate results of scientific investigations, and**
11. **Evaluate the merits of the explanations produced by others.**

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 02/08

Belongs to: [The Practice of Science](#)

Access Points:

- [SC.912.N.1.In.1](#): Identify a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Identify a scientific question 2. Examine reliable sources of information to identify what is already known 3. Develop a possible explanation (hypothesis) 4. Plan and carry out an experiment 5. Gather data based on measurement and observations 6.

Evaluate the data 7. Use the data to support reasonable explanations, inferences, and conclusions.

- [SC.912.N.1.Su.1](#): Recognize a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Recognize a scientific question 2. Use reliable information and identify what is already known 3. Create possible explanation 4. Carry out a planned experiment 5. Record observations 6. Summarize results 7. Reach a reasonable conclusion.
- [SC.912.N.1.Pa.1](#): Recognize a problem related to a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Observe objects and activities 2. Follow planned procedures 3. Recognize a solution.

Remarks/Examples

Common Core State Standards (CCSS) Connections for 6-12 Literacy in Science

For Students in Grades 9-10

LACC.910.RST.1.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

LACC.910.RST.1.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text.

LACC.910.RST.3.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

LACC.910.WHST.1.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

LACC.910.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.

For Students in Grades 11-12

LACC.1112.RST.1.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in

	<p>the account.</p> <p>LACC.1112.RST.1.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p>LACC.1112.RST.3.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>LACC.1112.WHST.1.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>LACC.1112.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>Common Core State Standards (CCSS) Connections for Mathematical Practices</p> <p>MACC.K12.MP.1: Make sense of problems and persevere in solving them. MACC.K12.MP.2: Reason abstractly and quantitatively. MACC.K12.MP.3: Construct viable arguments and critique the reasoning of others. [Viable arguments include evidence.] MACC.K12.MP.4: Model with mathematics. MACC.K12.MP.5: Use appropriate tools strategically. MACC.K12.MP.6: Attend to precision. MACC.K12.MP.7: Look for and make use of structure. MACC.K12.MP.8: Look for and express regularity in repeated reasoning.</p>
<p><u>SC.912.N.1.2</u> :</p>	<p>Describe and explain what characterizes science and its methods. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: The Practice of Science</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.912.N.1.In.2</u>: Describe the processes used in scientific investigations, including posing a research question, forming a hypothesis, reviewing what is known, collecting evidence, evaluating results, and reaching conclusions. • <u>SC.912.N.1.Su.2</u>: Identify the basic process used in scientific investigations, including questioning, observing, recording, determining, and sharing results. • <u>SC.912.N.1.Pa.2</u>: Recognize a process used in science to solve problems, such as observing, following procedures, and

	<p>recognizing results.</p> <p>Remarks/Examples</p> <p>Science is characterized by empirical observations, testable questions, formation of hypotheses, and experimentation that results in stable and replicable results, logical reasoning, and coherent theoretical constructs.</p> <p>CCSS Connections: MACC.K12.MP.3: Construct viable arguments and critique the reasoning of others.</p>
<p><u>SC.912.N.1.3</u> :</p>	<p>Recognize that the strength or usefulness of a scientific claim is evaluated through scientific argumentation, which depends on critical and logical thinking, and the active consideration of alternative scientific explanations to explain the data presented. Cognitive Complexity: Level 1: Recall I Date Adopted or Revised: 02/08 Belongs to: <u>The Practice of Science</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.912.N.1.In.2</u>: Describe the processes used in scientific investigations, including posing a research question, forming a hypothesis, reviewing what is known, collecting evidence, evaluating results, and reaching conclusions. • <u>SC.912.N.1.Su.2</u>: Identify the basic process used in scientific investigations, including questioning, observing, recording, determining, and sharing results. • <u>SC.912.N.1.Pa.2</u>: Recognize a process used in science to solve problems, such as observing, following procedures, and recognizing results. <p>Remarks/Examples</p> <p>Assess the reliability of data and identify reasons for inconsistent results, such as sources of error or uncontrolled conditions.</p> <p>CCSS Connections: MACC.K12.MP.2: Reason abstractly and quantitatively; MACC.K12.MP.3: Construct viable arguments and critique the reasoning of others</p>
<p><u>SC.912.N.1.4</u> :</p>	<p>Identify sources of information and assess their reliability according to the strict standards of scientific investigation.</p>

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 02/08
Belongs to: [The Practice of Science](#)

Access Points:

- [SC.912.N.1.In.1](#): Identify a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Identify a scientific question 2. Examine reliable sources of information to identify what is already known 3. Develop a possible explanation (hypothesis) 4. Plan and carry out an experiment 5. Gather data based on measurement and observations 6. Evaluate the data 7. Use the data to support reasonable explanations, inferences, and conclusions.
- [SC.912.N.1.Su.1](#): Recognize a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Recognize a scientific question 2. Use reliable information and identify what is already known 3. Create possible explanation 4. Carry out a planned experiment 5. Record observations 6. Summarize results 7. Reach a reasonable conclusion.
- [SC.912.N.1.Pa.1](#): Recognize a problem related to a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Observe objects and activities 2. Follow planned procedures 3. Recognize a solution.

Remarks/Examples

Read, interpret, and examine the credibility and validity of scientific claims in different sources of information, such as scientific articles, advertisements, or media stories. Strict standards of science include controlled variables, sufficient sample size, replication of results, empirical and measurable evidence, and the concept of falsification.

CCSS Connections: LACC.910.RST.1.1 /
LACC.1112.RST.1.1.

[SC.912.N.1.5](#) :

Describe and provide examples of how similar investigations conducted in many parts of the world result in the same outcome.
Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 02/08

	<p>Belongs to: The Practice of Science</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.N.1.In.3: Identify that scientific investigations are sometimes repeated in different locations. • SC.912.N.1.Su.3: Recognize that scientific investigations can be repeated in different locations. • SC.912.N.1.Pa.3: Recognize that when a variety of common activities are repeated the same way, the outcomes are the same. <p>Remarks/Examples</p> <p>Recognize that contributions to science can be made and have been made by people from all over the world.</p>
<p>SC.912.N.1.6 :</p>	<p>Describe how scientific inferences are drawn from scientific observations and provide examples from the content being studied. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: The Practice of Science</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.N.1.In.1: Identify a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Identify a scientific question 2. Examine reliable sources of information to identify what is already known 3. Develop a possible explanation (hypothesis) 4. Plan and carry out an experiment 5. Gather data based on measurement and observations 6. Evaluate the data 7. Use the data to support reasonable explanations, inferences, and conclusions. • SC.912.N.1.Su.1: Recognize a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Recognize a scientific question 2. Use reliable information and identify what is already known 3. Create possible explanation 4. Carry out a planned experiment 5. Record observations 6. Summarize results 7. Reach a reasonable conclusion. • SC.912.N.1.Pa.1: Recognize a problem related to a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Observe

	<p>objects and activities 2. Follow planned procedures 3. Recognize a solution.</p> <p>Remarks/Examples</p> <p>Collect data/evidence and use tables/graphs to draw conclusions and make inferences based on patterns or trends in the data.</p> <p>CCSS Connections: MACC.K12.MP.1: Make sense of problems and persevere in solving them.</p>
<p><u>SC.912.N.1.7</u> :</p>	<p>Recognize the role of creativity in constructing scientific questions, methods and explanations. Cognitive Complexity: Level 1: Recall I Date Adopted or Revised: 02/08 Belongs to: The Practice of Science</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.912.N.1.In.4</u>: Identify that scientists use many different methods in conducting their research. • <u>SC.912.N.1.Su.4</u>: Recognize that scientists use a variety of methods to get answers to their research questions. • <u>SC.912.N.1.Pa.4</u>: Recognize that people try different ways to complete a task when the first one does not work. <p>Remarks/Examples</p> <p>Work through difficult problems using creativity, and critical and analytical thinking in problem solving (e.g. convergent versus divergent thinking and creativity in problem solving).</p> <p>CCSS Connections: MACC.K12.MP.1: Make sense of problems and persevere in solving them; and MACC.K12.MP.2: Reason abstractly and quantitatively.</p>
<p><u>SC.912.N.2.1</u> :</p>	<p>Identify what is science, what clearly is not science, and what superficially resembles science (but fails to meet the criteria for science). Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning I Date Adopted or Revised: 02/08 Belongs to: The Characteristics of Scientific Knowledge</p> <p>Access Points:</p>

	<ul style="list-style-type: none"> • SC.912.N.2.In.1: Identify examples of investigations that involve science. • SC.912.N.2.Su.1: Identify questions that can be answered by science. • SC.912.N.2.Pa.1: Recognize an example of work by scientists. <p>Remarks/Examples</p> <p>Science is the systematic and organized inquiry that is derived from observations and experimentation that can be verified or tested by further investigation to explain natural phenomena (e.g. Science is testable, pseudo-science is not; science seeks falsifications, pseudo-science seeks confirmations.)</p>
<p>SC.912.N.2.2 :</p>	<p>Identify which questions can be answered through science and which questions are outside the boundaries of scientific investigation, such as questions addressed by other ways of knowing, such as art, philosophy, and religion.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08</p> <p>Belongs to: The Characteristics of Scientific Knowledge</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.N.2.In.2: Distinguish between questions that can be answered by science and observable information and questions that can't be answered by science and observable information. • SC.912.N.2.Su.1: Identify questions that can be answered by science. • SC.912.N.2.Pa.1: Recognize an example of work by scientists. <p>Remarks/Examples</p> <p>Identify scientific questions that can be disproved by experimentation/testing. Recognize that pseudoscience is a claim, belief, or practice which is presented as scientific, but does not adhere to strict standards of science (e.g. controlled variables, sample size, replicability, empirical and measurable evidence, and the concept of falsification).</p> <p>CCSS Connections: MACC.K12.MP.3: Construct viable arguments and critique the reasoning of others.</p>

SC.912.N.2.3 :

Identify examples of pseudoscience (such as astrology, phrenology) in society.

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Belongs to: [The Characteristics of Scientific Knowledge](#)

Access Points:

- **SC.912.N.2.In.2:** Distinguish between questions that can be answered by science and observable information and questions that can't be answered by science and observable information.
- **SC.912.N.2.Su.1:** Identify questions that can be answered by science.
- **SC.912.N.2.Pa.1:** Recognize an example of work by scientists.

Remarks/Examples

Determine if the phenomenon (event) can be observed, measured, and tested through scientific experimentation.

SC.912.N.2.4 :

Explain that scientific knowledge is both durable and robust and open to change. Scientific knowledge can change because it is often examined and re-examined by new investigations and scientific argumentation. Because of these frequent examinations, scientific knowledge becomes stronger, leading to its durability.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 02/08

Belongs to: [The Characteristics of Scientific Knowledge](#)

Access Points:

- **SC.912.N.2.In.3:** Recognize that scientific knowledge can be challenged or confirmed by new investigations and reexamination.
- **SC.912.N.2.Su.2:** Recognize that what is known about science can change based on new information.
- **SC.912.N.2.Pa.2:** Recognize a variety of cause-effect relationships related to science.

Remarks/Examples

Recognize that ideas with the most durable explanatory power become established theories, but scientific explanations are continually subjected to change in the face

	<p>of new evidence.</p> <p>CCSS Connections: MACC.K12.MP.1: Make sense of problems and persevere in solving them; MACC.K12.MP.3: Construct viable arguments and critique the reasoning of others.</p>
<p>SC.912.N.2.5 :</p>	<p>Describe instances in which scientists' varied backgrounds, talents, interests, and goals influence the inferences and thus the explanations that they make about observations of natural phenomena and describe that competing interpretations (explanations) of scientists are a strength of science as they are a source of new, testable ideas that have the potential to add new evidence to support one or another of the explanations.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08</p> <p>Belongs to: The Characteristics of Scientific Knowledge</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.N.2.In.4: Identify major contributions of scientists. • SC.912.N.2.Su.3: Recognize major contributions of scientists. • SC.912.N.2.Pa.1: Recognize an example of work by scientists. <p>Remarks/Examples</p> <p>Recognize that scientific questions, observations, and conclusions may be influenced by the existing state of scientific knowledge, the social and cultural context of the researcher, and the observer's experiences and expectations. Identify possible bias in qualitative and quantitative data analysis.</p>
<p>SC.912.N.3.1 :</p>	<p>Explain that a scientific theory is the culmination of many scientific investigations drawing together all the current evidence concerning a substantial range of phenomena; thus, a scientific theory represents the most powerful explanation scientists have to offer.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08</p> <p>Belongs to: The Role of Theories, Laws, Hypotheses, and Models</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.N.3.In.1: Recognize that a scientific theory is developed by repeated investigations of many scientists and

	<p>agreement on the likely explanation.</p> <ul style="list-style-type: none"> • SC.912.N.3.Su.1: Recognize that scientific theories are supported by evidence and agreement of many scientists. • SC.912.N.3.Pa.1: Recognize examples of cause-effect descriptions or explanations related to science. <p>Remarks/Examples</p> <p>Explain that a scientific theory is a well-tested hypothesis supported by a preponderance of empirical evidence.</p> <p>CCSS Connections: MACC.K12.MP.1: Make sense of problems and persevere in solving them; and, MACC.K12.MP.3: Construct viable arguments and critique the reasoning of others.</p>
<p>SC.912.N.3.2 :</p>	<p>Describe the role consensus plays in the historical development of a theory in any one of the disciplines of science. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: The Role of Theories, Laws, Hypotheses, and Models</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.N.3.In.1: Recognize that a scientific theory is developed by repeated investigations of many scientists and agreement on the likely explanation. • SC.912.N.3.Su.1: Recognize that scientific theories are supported by evidence and agreement of many scientists. • SC.912.N.3.Pa.1: Recognize examples of cause-effect descriptions or explanations related to science. <p>Remarks/Examples</p> <p>Recognize that scientific argument, disagreement, discourse, and discussion create a broader and more accurate understanding of natural processes and events.</p> <p>CCSS Connections: MACC.K12.MP.3: Construct viable arguments and critique the reasoning of others.</p>
<p>SC.912.N.3.3 :</p>	<p>Explain that scientific laws are descriptions of specific relationships under given conditions in nature, but do not offer explanations for those relationships. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted</p>

	<p>or Revised: 02/08 Belongs to: The Role of Theories, Laws, Hypotheses, and Models</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.N.3.In.2: Identify examples of scientific laws that describe relationships in the natural world, such as Newton’s laws. • SC.912.N.3.Su.2: Recognize examples of scientific laws that describe relationships in nature, such as Newton’s laws. • SC.912.N.3.Pa.1: Recognize examples of cause-effect descriptions or explanations related to science. <p>Remarks/Examples</p> <p>Recognize that a scientific theory provides a broad explanation of many observed phenomena while a scientific law describes how something behaves.</p>
<p>SC.912.N.3.4 :</p>	<p>Recognize that theories do not become laws, nor do laws become theories; theories are well supported explanations and laws are well supported descriptions. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: The Role of Theories, Laws, Hypotheses, and Models</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.N.3.In.1: Recognize that a scientific theory is developed by repeated investigations of many scientists and agreement on the likely explanation. • SC.912.N.3.In.2: Identify examples of scientific laws that describe relationships in the natural world, such as Newton’s laws. • SC.912.N.3.Su.2: Recognize examples of scientific laws that describe relationships in nature, such as Newton’s laws. • SC.912.N.3.Su.1: Recognize that scientific theories are supported by evidence and agreement of many scientists. • SC.912.N.3.Pa.1: Recognize examples of cause-effect descriptions or explanations related to science. <p>Remarks/Examples</p> <p>Recognize that theories do not become laws, theories explain</p>

	<p>laws. Recognize that not all scientific laws have accompanying explanatory theories.</p>
<p>SC.912.N.3.5 :</p>	<p>Describe the function of models in science, and identify the wide range of models used in science. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: The Role of Theories, Laws, Hypotheses, and Models</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.N.3.In.3: Identify ways models are used in the study of science. • SC.912.N.3.Su.3: Recognize ways models are used in the study of science. • SC.912.N.3.Pa.2: Recognize a model used in the context of one’s own study of science. <p>Remarks/Examples</p> <p>Describe how models are used by scientists to explain observations of nature.</p> <p>CCSS Connections: MACC.K12.MP.4: Model with mathematics.</p>
<p>SC.912.N.4.1 :</p>	<p>Explain how scientific knowledge and reasoning provide an empirically-based perspective to inform society's decision making. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Science and Society</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.N.4.In.1: Identify ways scientific knowledge and problem solving benefit people. • SC.912.N.4.Su.1: Recognize ways scientific knowledge and problem solving benefit people. • SC.912.N.4.Pa.1: Recognize science information that helps people. <p>Remarks/Examples</p> <p>Recognize that no single universal step-by-step scientific method captures the complexity of doing science. A number</p>

	<p>of shared values and perspectives characterize a scientific approach.</p> <p>MACC.K12.MP.1: Make sense of problems and persevere in solving them, and MACC.K12.MP.2: Reason abstractly and quantitatively.</p>
<p>SC.912.P.10.10 :</p>	<p>Compare the magnitude and range of the four fundamental forces (gravitational, electromagnetic, weak nuclear, strong nuclear). Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Energy</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.P.10.In.5: Identify fundamental forces, including gravitational and electromagnetic. • SC.912.P.10.Su.6: Recognize fundamental forces, such as gravitational. • SC.912.P.10.Pa.6: Recognize that an object falls unless stopped (gravity). <p>Remarks/Examples</p> <hr/> <p>Recognize and discuss the effect of each force on the structure of matter and the evidence for it.</p>
<p>SC.912.P.10.11 :</p>	<p>Explain and compare nuclear reactions (radioactive decay, fission and fusion), the energy changes associated with them and their associated safety issues. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Energy</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.P.10.In.6: Identify that atoms can be changed to release energy, such as in nuclear power plants, and recognize one related safety issue. • SC.912.P.10.Su.5: Recognize that nuclear power plants generate electricity and can be dangerous. • SC.912.P.10.Pa.5: Recognize the universal symbols for radioactive and other hazardous materials.

	<p style="text-align: center;">Remarks/Examples</p> <p>Identify the three main types of radioactive decay (alpha, beta, and gamma) and compare their properties (composition, mass, charge, and penetrating power). Explain the concept of half-life for an isotope (e.g. C-14 is used to determine the age of objects) and calculate the amount of a radioactive substance remaining after an integral number of half-lives have passed. Recognize that the energy release per gram of material is much larger in nuclear fusion or fission reactions than in chemical reactions due to the large amount of energy related to small amounts of mass by equation $E=mc^2$.</p>
<p>SC.912.P.10.16 :</p>	<p>Explain the relationship between moving charges and magnetic fields, as well as changing magnetic fields and electric fields, and their application to modern technologies.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Energy</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.P.10.In.5: Identify fundamental forces, including gravitational and electromagnetic. • SC.912.P.10.Su.9: Observe and identify the effects of magnetic attraction on iron. • SC.912.P.10.Pa.9: Recognize how magnets are used in real-world situations. <p style="text-align: center;">Remarks/Examples</p> <p>Explain that moving electric charges produce magnetic forces and moving magnets produce electric forces. Recognize the Lorentz force is the force on a point charge due to electromagnetic fields and occurs in many devices, including mass spectrometers.</p>
<p>SC.912.P.10.18 :</p>	<p>Explore the theory of electromagnetism by comparing and contrasting the different parts of the electromagnetic spectrum in terms of wavelength, frequency, and energy, and relate them to phenomena and applications.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Energy</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.P.10.In.9: Identify common applications of

	<p>electromagnetic waves moving through different media, such as radio waves, microwaves, x-rays, or infrared.</p> <ul style="list-style-type: none"> • SC.912.P.10.Su.10: Recognize examples of electromagnetic waves moving through different media, such as microwave ovens, radios, and x-rays. • SC.912.P.10.Pa.10: Recognize primary and secondary colors in visible light. <p>Remarks/Examples</p> <p>Describe the electromagnetic spectrum (i.e., radio waves, microwaves, infrared, visible light, ultraviolet, X-rays and gamma rays) in terms of frequency, wavelength and energy. Solve problems involving wavelength, frequency, and energy.</p>
<p>SC.912.P.10.20 :</p>	<p>Describe the measurable properties of waves and explain the relationships among them and how these properties change when the wave moves from one medium to another.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08</p> <p>Belongs to: Energy</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.P.10.In.9: Identify common applications of electromagnetic waves moving through different media, such as radio waves, microwaves, x-rays, or infrared. • SC.912.P.10.Su.10: Recognize examples of electromagnetic waves moving through different media, such as microwave ovens, radios, and x-rays. • SC.912.P.10.Pa.10: Recognize primary and secondary colors in visible light. <p>Remarks/Examples</p> <p>Describe the measurable properties of waves (velocity, frequency, wavelength, amplitude, period, reflection and refraction) and explain the relationships among them. Recognize that the source of all waves is a vibration and waves carry energy from one place to another. Distinguish between transverse and longitudinal waves in mechanical media, such as springs and ropes, and on the earth (seismic waves). Describe sound as a longitudinal wave whose speed depends on the properties of the medium in which it propagates.</p>
<p>SC.912.P.10.4 :</p>	<p>Describe heat as the energy transferred by convection, conduction,</p>

	<p>and radiation, and explain the connection of heat to change in temperature or states of matter.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08</p> <p>Belongs to: Energy</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.P.10.In.3: Relate the transfer of heat to the states of matter, including gases result from heating, liquids result from cooling a gas, and solids result from further cooling a liquid. • SC.912.P.10.Su.3: Observe and recognize ways that heat travels, such as through space (radiation), through solids (conduction), and through liquids and gases (convection). • SC.912.P.10.Pa.3: Recognize the source and recipient of heat transfer.
<p>SC.912.P.12.2 :</p>	<p>Analyze the motion of an object in terms of its position, velocity, and acceleration (with respect to a frame of reference) as functions of time.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08</p> <p>Belongs to: Motion</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.P.12.In.2: Identify acceleration as a change in speed or direction. • SC.912.P.12.Su.2: Recognize that acceleration generally involves a change in speed. • SC.912.P.12.Pa.2: Identify the speed and direction of a moving object, including fast and slow, up and down, round and round, straight line. <p>Remarks/Examples</p> <hr/> <p>Solve problems involving distance, velocity, speed, and acceleration. Create and interpret graphs of 1-dimensional motion, such as position versus time, distance versus time, speed versus time, velocity versus time, and acceleration versus time where acceleration is constant.</p> <p>CCSS Connections: MACC.912.N-VM.3 (+) Solve problems involving velocity and other quantities that can be represented by</p>

	vectors.
<p>SC.912.P.12.4 :</p>	<p>Describe how the gravitational force between two objects depends on their masses and the distance between them. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Motion</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.P.12.In.4: Identify examples of how gravity attracts other objects, such as people to Earth or orbits of planets in the Solar System. • SC.912.P.12.Su.4: Identify that gravity is a force that attracts objects. • SC.912.P.12.Pa.4: Recognize that things fall down toward Earth unless stopped or held up (gravity). <p>Remarks/Examples</p> <p>Describe Newton's law of universal gravitation in terms of the attraction between two objects, their masses, and the inverse square of the distance between them.</p>
<p>SC.912.P.12.7 :</p>	<p>Recognize that nothing travels faster than the speed of light in vacuum which is the same for all observers no matter how they or the light source are moving. Cognitive Complexity: Level 1: Recall Date Adopted or Revised: 02/08 Belongs to: Motion</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.P.12.In.5: Recognize that the speed of light is always the same. • SC.912.P.12.Su.5: Recognize that light travels very fast. • SC.912.P.12.Pa.5: Recognize ways to stop light from traveling, such as closing a door. <p>Remarks/Examples</p> <p>Recognize that regardless of the speed of an observer or source, <i>in a vacuum</i> the speed of light is always c.</p>
<p>SC.912.P.8.1 :</p>	<p>Differentiate among the four states of matter. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted</p>

	<p>or Revised: 02/08 Belongs to: Matter</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.P.8.In.1: Classify states of matter as solid, liquid, and gaseous. • SC.912.P.8.Su.1: Identify examples of states of matter as solid, liquid, and gaseous. • SC.912.P.8.Pa.1: Select an example of a common solid, liquid, and gas. <p>Remarks/Examples</p> <p>Differentiate among the four states of matter (solid, liquid, gas and plasma) in terms of energy, particle motion, and phase transitions. (Note: Currently five states of matter have been identified.)</p>
<p>SC.912.P.8.4 :</p>	<p>Explore the scientific theory of atoms (also known as atomic theory) by describing the structure of atoms in terms of protons, neutrons and electrons, and differentiate among these particles in terms of their mass, electrical charges and locations within the atom. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Matter</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.P.8.In.3: Identify the nucleus as the center of an atom. • SC.912.P.8.Su.3: Recognize that atoms are tiny particles in materials, too small to see. • SC.912.P.8.Pa.3: Recognize that the parts of an object can be put together to make a whole. <p>Remarks/Examples</p> <p>Explain that electrons, protons and neutrons are parts of the atom and that the nuclei of atoms are composed of protons and neutrons, which experience forces of attraction and repulsion consistent with their charges and masses.</p> <p>CCSS Connections: MACC.K12.MP.4: Model with mathematics.</p>

RELATED GLOSSARY TERM DEFINITIONS (82)

Acceleration:	Rate of change in velocity, usually expressed in meters per second per second; involves an increase or decrease in speed and/or a change in direction.
Acid:	A substance that increases the H ⁺ 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.
Anatomy:	The scientific study of the shape and structure of organisms and their parts.
Asteroid:	A rocky or metallic object that orbits the Sun and is much smaller than a planet.
Atmosphere:	The layers of gas that surround Earth, other planets, or stars.
Atom:	The smallest unit of a chemical element that can still retain the properties of that element.
Attraction :	A term used to describe the electric or magnetic force exerted by oppositely charged objects or to describe the gravitational force that pulls objects toward each other.
Big Bang Theory:	A cosmological theory holding that the universe originated approximately 20 billion years ago from the violent explosion of a very small agglomeration of matter of extremely high density and temperature.
Biosphere:	The part of the earth and its atmosphere in which living organisms exist or that is capable of supporting life.
Comet:	A celestial body that appears as a fuzzy head usually surrounding a bright nucleus, that has a usually highly eccentric orbit, that consists primarily of ice and dust, and that often develops one or more long tails when near the sun.
Conduction:	To transmit heat, sound, or electricity through a medium.
Convection:	Heat transfer in a gas or liquid by the circulation of currents from one

	region to another.
Current :	The amount of electric charge flowing past a specified circuit point per unit time.
Deforestation:	The cutting down and removal of all or most of the trees in a forested area.
Density:	Concentration of matter of an object; number of individuals in the same species that live in a given area; the mass per unit volume.
Deposition:	The process by which sediment is carried by forces (e.g., wind, rain, or water currents) and left in a certain area.
Dune:	A hill or ridge of sand piled up by the wind.
Earthquake:	The shaking of the ground caused by a sudden release of energy in Earth's crust.
Electric field:	A region associated with a distribution of electric charge or a varying magnetic field in which forces due to that charge or field act upon other electric charges.
Electromagnetic radiation:	The emission and propagation of the entire range of the electromagnetic spectrum, including: gamma rays, x-rays, ultraviolet radiation, visible light, microwaves, and radio waves.
Electromagnetic spectrum:	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.
Electron:	A stable elementary particle in the lepton family having a mass at rest of 9.107×10^{-28} grams and an electric charge of approximately -1.602×10^{-19} coulombs. Electrons orbit about the positively charged nuclei of atoms in distinct orbitals of different energy levels, called shells.
Embryology:	The branch of biology that deals with the formation, early growth, and development of living organisms.
Energy:	The capacity to do work.
Environment:	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.
Equator :	An imaginary circle around Earth's surface located between the poles

	and a plane perpendicular to its axis of rotation that divides it into the Northern and Southern Hemispheres.
Erosion:	The wearing away of Earth's surface by the breakdown and transportation of rock and soil.
Evolution :	A theory that the various types of species arise from pre-existing species and that distinguishable characteristics are due to modifications through successive generations.
Experiment:	A procedure that is carried out and repeated under controlled conditions in order to discover, demonstrate, or test a hypothesis.
Fission :	The process by which an atomic nucleus splits into two or more large fragments of comparable mass, simultaneously producing additional neutrons and vast amounts of energy; or, a process by which single-cell organisms reproduce asexually.
Force:	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.
Fossil:	A whole or part of an organism that has been preserved in sedimentary rock.
Frame of reference:	A set of coordinate axes in terms of which position or movement may be specified or with reference to which physical laws may be mathematically stated.
Frequency:	The number of cycles or waves per unit time.
Fusion :	The process by which two lighter atomic nuclei combine at extremely high temperatures to form a heavier nucleus and release vast amounts of energy.
Galaxy:	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.
Gas:	One of the fundamental states of matter in which the molecules do not have a fixed volume or shape.
Geosphere:	The solid part of the earth consisting of the crust and outer mantle.
Gravity:	The force of attraction between any two objects.
Heat:	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

Hydrosphere:	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.
Hypothesis :	A tentative explanation for an observation, phenomenon, or scientific problem that can be tested by further investigation.
Inference :	The act of reasoning from factual knowledge or evidence.
Infrared :	Relating to the invisible part of the electromagnetic spectrum with wavelengths longer than those of visible red light but shorter than those of microwaves.
Investigation :	A systematic process that uses various types of data and logic and reasoning to better understand something or answer a question.
Latitude:	A measure of relative position north or south on the Earth's surface, measured in degrees from the equator, which has a latitude of 0°, with the poles having a latitude of 90° north and south.
Law :	A statement that describes invariable relationships among phenomena under a specified set of conditions.
Light:	Electromagnetic radiation that lies within the visible range.
Liquid:	One of the fundamental states of matter with a definite volume but no definite shape.
Magnet:	An object that produces a magnetic field and that has the property, either natural or induced, of attracting iron or steel.
Magnetic:	Having the property of attracting iron and certain other materials by virtue of a field of force.
Magnetic field:	The region where magnetic force exists around magnets or electric currents.
Mass:	The amount of matter an object contains.
Matter:	Substance that possesses inertia and occupies space, of which all objects are constituted.
Microscope:	An instrument with lenses and light that is used to observe objects too small to be visible with only the eyes.
Model :	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.
Moon:	A natural satellite that revolves around a planet.
Motion:	The act or process of changing position and/or direction.
Neutron:	A subatomic particle having zero charge, found in the nucleus of an atom.
Nuclear reaction:	A process, such as fission, fusion, or radioactive decay, in which the structure of an atomic nucleus is altered through release of energy or mass or by being broken apart.
Nucleus:	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.
Observation :	What one has observed using senses or instruments.
Orbit:	A path described by one body in its revolution about another (as by the earth about the sun or by an electron about an atomic nucleus).
Organism:	An individual form of life of one or more cells that maintains various vital processes necessary for life.
Plate tectonics:	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.
Pole:	Either of the points at which the Earth's axis of rotation intersects the Earth's surface; the North Pole or South Pole.
Proton:	A subatomic particle having a positive charge and which is found in the nucleus of an atom.
Radiation:	Emission of energy in the form of rays or waves.
Scientist:	A person with expert knowledge of one or more sciences, that engages in processes to acquire and communicate knowledge.
Solar system:	A star and all the planets and other bodies that orbit it; the region in space where these bodies move.
Space:	The limitless expanse where all objects and events occur. Outer space is the region of the universe beyond Earth's atmosphere.
Speed of light:	A fundamental physical constant that is the speed at which electromagnetic radiation propagates in a vacuum and that has a value fixed by international convention of 299,792,458 meters per second.

Sun:	The closest star to Earth and the center of our solar system.
Theory :	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.
Ultraviolet :	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.
Vacuum:	A space empty of matter.
Variable:	An event, condition, or factor that can be changed or controlled in order to study or test a hypothesis in a scientific experiment.
Velocity:	The time rate at which a body changes its position vector; quantity whose magnitude is expressed in units of distance over time.
Vibration:	A periodic and repetitive movement around an equilibrium point.
Water cycle:	The path water takes as it is being cycled through the environment, including condensation, evaporation, and precipitation.
Wavelength:	The distance between crests of a wave.
X-ray:	A high-energy stream of electromagnetic radiation having a frequency higher than that of ultraviolet light but less than that of a gamma ray (in the range of approximately 10 ¹⁶ - 10 ¹⁹ hertz).



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<p><u>MACC.6.EE.1.4:</u></p>	<p>Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). <i>For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for.</i></p>
<p><u>MACC.6.EE.2.5:</u></p>	<p>Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.</p>
<p><u>MACC.6.EE.2.6:</u></p>	<p>Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.</p>
<p><u>MACC.6.EE.2.7:</u></p>	<p>Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all non-negative rational numbers.</p> <p>Remarks/Examples</p> <p>Examples of Opportunities for In-Depth Focus</p> <p>When students write equations of the form $x + p = q$ and $px = q$ to solve real-world and mathematical problems, they draw on meanings of operations that they are familiar with from previous grades' work. They also begin to learn algebraic approaches to solving problems.¹⁶</p> <p>¹⁶ For example, suppose Daniel went to visit his grandmother, who gave him \$5.50. Then he bought a book costing \$9.20 and had \$2.30 left. To find how much money he had before visiting his grandmother, an algebraic approach leads to the equation $x + 5.50 - 9.20 = 2.30$. An arithmetic approach without using variables at all would be to begin with 2.30, then add 9.20, then subtract 5.50. This yields the desired answer, but students will eventually encounter problems in which arithmetic approaches are unrealistically difficult and algebraic approaches must be used.</p>
<p><u>MACC.6.EE.3.9:</u></p>	<p>Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to</p>

Course: 7920011 Access Chemistry 1-

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse1767.aspx>

BASIC INFORMATION

Course Title:	Access Chemistry 1
Course Number:	7920011
Course Abbreviated Title:	ACCESS CHEMISTRY 1
Course Path:	Section: Exceptional Student Education Grade Group: Senior High and Adult Subject: Academics - Subject Areas
Number of Credits:	Course may be taken for up to two credits
Course length:	Year (Y)
Course Type:	Core
Status:	State Board Approved
Requires Highly Qualified Teacher(HQT)?	Yes
Course Size?	Yes
No Child Left Behind (NCLB)?	Yes
General Notes:	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

Course: 7920015 Access Biology 1-

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse1768.aspx>

BASIC INFORMATION

Course Title:	Access Biology 1
Course Number:	7920015
Course Abbreviated Title:	ACCESS BIOLOGY 1
Course Path:	Section: Exceptional Student Education Grade Group: Senior High and Adult Subject: Academics - Subject Areas
Number of Credits:	Course may be taken for up to two credits
Course length:	Year (Y)
Course Type:	Core
Status:	State Board Approved
Requires Highly Qualified Teacher(HQT)?	Yes
Course Size?	Yes
No Child Left Behind (NCLB)?	Yes
General Notes:	Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent), which reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with

significant cognitive disabilities.

Science is the study of living and non-living systems and how they interact with one another in logical and organized ways (cause and effect). It explains the orderly nature of the world around us and reinforces the calculable, rather than random, nature of life. With such knowledge, the way each of us interacts with our environment becomes more predictable. When people can predict outcomes in life, they gain control of their environment, their fears, and their destiny.

Additionally, scientific inquiry provides students with a systematic approach to posing questions and seeking answers through observation and data collection. While the process may appear lofty for students with significant cognitive disabilities, observing and collecting data on life's activities brings relevance to otherwise detached events, and provides experience on which to base predictions and analyze consequences of actions. Knowing how to respond to a set of circumstances depends on how well we understand the nature of those circumstances.

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of Biology I. Understanding the diverse characteristics of and dynamic relationship between life forms, processes, and the environment improves the ability to predict how we develop, maintain health, and impact our surroundings. The content of this course should include, but not be limited to:

- Biological processes
- Cell structure and function
- Health-related issues and concerns
- Physiological processes
- Characteristics and classifications of plants and animals
- Plant and animal development, adaptation, and inter-relationships
- Plant, animal, and environment inter-relationships
- Renewable and non-renewable resources
- Scientific investigation

RELATED ACCESS POINTS: Independent(40) Supported(38) Participatory(33) Core Content Connector(0)

<p><u>HE.912.C.1.3 :</u></p>	<p>Evaluate how environment and personal health are interrelated. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>HE.912.C.1.In.c:</u> Explain how environment and personal health are interrelated, such as food options within a community and availability of recreational facilities. • <u>HE.912.C.1.Su.c:</u> Identify ways selected environmental factors can affect personal health, such as food options within a community and availability of recreational facilities. • <u>HE.912.C.1.Pa.c:</u> Recognize environmental factors and related personal health behaviors, such as having recreational facilities available and increased physical activity. <p>Remarks/Examples</p> <p>Some examples may include food options within a community, prenatal care services, availability of recreational facilities.</p>
<p><u>HE.912.C.1.4 :</u></p>	<p>Analyze how heredity and family history can impact personal health. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>HE.912.C.1.In.d:</u> Explain how heredity and family history can impact personal health, such as drug use, family obesity, heart disease, and mental health. • <u>HE.912.C.1.Su.d:</u> Describe ways personal health can be affected by heredity and family history, such as drug use, family obesity, heart disease, and mental health. • <u>HE.912.C.1.Pa.d:</u> Recognize ways personal health can be affected by heredity or family history, such as drug use, family

	<p>obesity, heart disease, and mental health.</p> <p>Remarks/Examples</p> <p>Some examples may include drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.</p>
<p>HE.912.C.1.8 :</p>	<p>Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • HE.912.C.1.Su.h: Identify common strategies for prevention, detection, and treatment of common communicable and chronic diseases, such as preventing and treating obesity, early detection of cancer, and getting adequate physical exercise to help prevent diabetes and heart disease. • HE.912.C.1.Pa.h: Recognize selected strategies for prevention of common communicable diseases, such as sanitization, avoiding direct contact with infection, and proper disposal of hygiene products. <p>Remarks/Examples</p> <p>Some examples may include health prevention, detection, and treatment: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.</p>
<p>MA.912.S.3.2 :</p>	<p>Collect, organize, and analyze data sets, determine the best format for the data and present visual summaries from the following:</p> <ul style="list-style-type: none"> • bar graphs • line graphs • stem and leaf plots • circle graphs • histograms • box and whisker plots • scatter plots • cumulative frequency (ogive) graphs

	<p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 09/07 Belongs to: Summarizing Data (Descriptive Statistics)</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.912.S.3.In.b: Collect data and display in single-line graphs, circle graphs, and bar graphs. • MA.912.S.3.Su.b: Organize data in pictographs and bar graphs and identify the labels for categories. • MA.912.S.3.Pa.a: Identify quantity in data sets of 10 by counting objects, pictures, or symbols and identify which category has more, less, or none. <p>Remarks/Examples</p> <p>Example: Gather data to answer the question: which area of the country has the highest dropout rate? Display your dropout data in appropriate formats. Example: given a set of data, use appropriate technology to sort the data and to display a histogram or other chart.</p>
<p>SC.912.E.7.1 :</p>	<p>Analyze the movement of matter and energy through the different biogeochemical cycles, including water and carbon. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Earth Systems and Patterns</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.E.7.In.1: Identify cycles that occur on Earth, such as the water and carbon cycles, and the role energy plays in them. • SC.912.E.7.Su.1: Recognize the phases of the water cycle that occur on Earth and the role energy plays in the water cycle. • SC.912.E.7.Pa.1: Recognize that clouds release rain (part of the water cycle). <p>Remarks/Examples</p> <p>Describe that the Earth system contains fixed amounts of each stable chemical element and that each element moves among reservoirs in the solid earth, oceans, atmosphere and living organisms as part of biogeochemical cycles (i.e.,</p>

	<p>nitrogen, water, carbon, oxygen and phosphorus), which are driven by energy from within the Earth and from the Sun.</p>
<p><u>SC.912.L.14.1 :</u></p>	<p>Describe the scientific theory of cells (cell theory) and relate the history of its discovery to the process of science. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Organization and Development of Living Organisms</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.912.L.14.In.1:</u> Identify that all living things are made of cells and cells function in similar ways (cell theory). • <u>SC.912.L.14.Su.1:</u> Identify that the cell is the smallest basic unit of life and that all living things are made of cells. • <u>SC.912.L.14.Pa.1:</u> Match parts of common living things to their functions. <p>Remarks/Examples</p> <p>Describe how continuous investigations and/or new scientific information influenced the development of the cell theory. Recognize the contributions of scientists in the development of the cell theory.</p>
<p><u>SC.912.L.14.2 :</u></p>	<p>Relate structure to function for the components of plant and animal cells. Explain the role of cell membranes as a highly selective barrier (passive and active transport). Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Organization and Development of Living Organisms</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.912.L.14.In.2:</u> Identify the major parts of plant and animal cells, including the cell membrane, nucleus, and cytoplasm, and their basic functions. • <u>SC.912.L.14.Su.2:</u> Recognize that cells have different parts and each has a function. • <u>SC.912.L.14.Pa.1:</u> Match parts of common living things to their functions.
<p><u>SC.912.L.14.3 :</u></p>	<p>Compare and contrast the general structures of plant and animal cells. Compare and contrast the general structures of prokaryotic and eukaryotic cells.</p>

	<p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Organization and Development of Living Organisms</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.L.14.In.2: Identify the major parts of plant and animal cells, including the cell membrane, nucleus, and cytoplasm, and their basic functions. • SC.912.L.14.Su.2: Recognize that cells have different parts and each has a function. • SC.912.L.14.Pa.1: Match parts of common living things to their functions. <p>Remarks/Examples</p> <hr/> <p>Annually Assessed on Biology EOC. Also assesses SC.912.L.14.2.</p>
<p>SC.912.L.14.6 :</p>	<p>Explain the significance of genetic factors, environmental factors, and pathogenic agents to health from the perspectives of both individual and public health.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Organization and Development of Living Organisms</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.L.14.In.4: Describe common human health issues. • SC.912.L.14.Su.3: Recognize common human health issues. • SC.912.L.14.Pa.3: Identify ways to prevent infection from bacteria and viruses, such as hand washing and first aid.
<p>SC.912.L.14.7 :</p>	<p>Relate the structure of each of the major plant organs and tissues to physiological processes.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Organization and Development of Living Organisms</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.L.14.In.5: Describe the general processes of food production, support, water transport, and reproduction in the major parts of plants.

	<ul style="list-style-type: none"> • SC.912.L.14.Su.4: Relate parts of plants, such as leaf, stem, root, seed, and flower, to the functions of food production, support, water transport, and reproduction. • SC.912.L.14.Pa.4: Recognize major plant parts, such as root, stem, leaf, and flower. <p>Remarks/Examples</p> <p>Annually Assessed on Biology EOC.</p>
<p>SC.912.L.15.1 :</p>	<p>Explain how the scientific theory of evolution is supported by the fossil record, comparative anatomy, comparative embryology, biogeography, molecular biology, and observed evolutionary change. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Diversity and Evolution of Living Organisms</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.L.15.In.1: Identify that prehistoric plants and animals changed over time (evolved) or became extinct. • SC.912.L.15.Su.1: Match fossils to related species. • SC.912.L.15.Pa.1: Recognize that plants and animals change as they age. <p>Remarks/Examples</p> <p>Annually Assessed on Biology EOC. Also assesses SC.912.L.15.10; SC.912.N.1.3; SC.912.N.1.4; SC.912.N.1.6; SC.912.N.2.1; SC.912.N.3.1; and SC.912.N.3.4.</p>
<p>SC.912.L.15.10 :</p>	<p>Identify basic trends in hominid evolution from early ancestors six million years ago to modern humans, including brain size, jaw size, language, and manufacture of tools. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Diversity and Evolution of Living Organisms</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.L.15.In.4: Recognize ways that the appearance of humans, their language, and their tools have changed over time. • SC.912.L.15.Su.4: Recognize that humans have changed in

	<p>appearance over a very long period of time.</p> <ul style="list-style-type: none"> • SC.912.L.15.Pa.1: Recognize that plants and animals change as they age.
<p>SC.912.L.15.13 :</p>	<p>Describe the conditions required for natural selection, including: overproduction of offspring, inherited variation, and the struggle to survive, which result in differential reproductive success.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08</p> <p>Belongs to: Diversity and Evolution of Living Organisms</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.L.15.In.5: Recognize that some living things produce very large numbers of offspring to ensure that enough survive to continue the species (a condition for natural selection). • SC.912.L.15.Su.5: Recognize that some living things, such as fish and turtles, produce very large numbers of offspring because most will die as a result of dangers in the environment before they grow up. • SC.912.L.15.Pa.3: Recognize that animals produce offspring. <p>Remarks/Examples</p> <p>Annually assessed on Biology EOC. Also assesses SC.912.L.15.14, SC.912.L.15.15, and SC.912.N.1.3.</p>
<p>SC.912.L.15.14 :</p>	<p>Discuss mechanisms of evolutionary change other than natural selection such as genetic drift and gene flow.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08</p> <p>Belongs to: Diversity and Evolution of Living Organisms</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.L.15.In.1: Identify that prehistoric plants and animals changed over time (evolved) or became extinct. • SC.912.L.15.Su.1: Match fossils to related species. • SC.912.L.15.Pa.1: Recognize that plants and animals change as they age.
<p>SC.912.L.15.15 :</p>	<p>Describe how mutation and genetic recombination increase genetic variation.</p>

	<p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Diversity and Evolution of Living Organisms</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.L.15.Su.6: Recognize that characteristics of the offspring of living things are sometimes different from their parents. • SC.912.L.15.Pa.4: Recognize differences in physical characteristics within a species of animals, such as different types of dogs.
<p>SC.912.L.15.4 :</p>	<p>Describe how and why organisms are hierarchically classified and based on evolutionary relationships. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Diversity and Evolution of Living Organisms</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.L.15.In.2: Classify living organisms into their kingdoms. • SC.912.L.15.Su.2: Match organisms to the animal, plant, and fungus kingdoms. • SC.912.L.15.Pa.2: Sort common living things into plant and animal kingdoms.
<p>SC.912.L.15.6 :</p>	<p>Discuss distinguishing characteristics of the domains and kingdoms of living organisms. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Diversity and Evolution of Living Organisms</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.L.15.In.2: Classify living organisms into their kingdoms. • SC.912.L.15.Su.2: Match organisms to the animal, plant, and fungus kingdoms. • SC.912.L.15.Pa.2: Sort common living things into plant and animal kingdoms.

	<p>Remarks/Examples</p> <p>Annually Assessed on Biology EOC. Also assesses SC.912.L.15.4; SC.912.L.15.5; SC.912.N.1.3; and SC.912.N.1.6.</p>
<p><u>SC.912.L.15.8</u> :</p>	<p>Describe the scientific explanations of the origin of life on Earth. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: <u>Diversity and Evolution of Living Organisms</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.912.L.15.In.3</u>: Identify that there are scientific explanations of the origin of life on Earth. • <u>SC.912.L.15.Su.3</u>: Recognize that there are scientific explanations of how life began. • <u>SC.912.L.15.Pa.1</u>: Recognize that plants and animals change as they age. <p>Remarks/Examples</p> <p>Annually assessed on Biology EOC. Also assesses SC.912.N.1.3, SC.912.N.1.4, and SC.912.N.2.1.</p>
<p><u>SC.912.L.16.1</u> :</p>	<p>Use Mendel's laws of segregation and independent assortment to analyze patterns of inheritance. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: <u>Heredity and Reproduction</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.912.L.16.In.1</u>: Identify that genes are sets of instructions that determine which characteristics are passed from parent to offspring. • <u>SC.912.L.16.Su.1</u>: Recognize characteristics (traits) that offspring inherit from parents. • <u>SC.912.L.16.Pa.1</u>: Recognize similar characteristics (traits) between a child and parents, such as hair, eye, and skin color, or height. <p>Remarks/Examples</p> <p>Annually assessed on Biology EOC. Also assesses SC.912.L.16.2.</p>

<p><u>SC.912.L.16.10 :</u></p>	<p>Evaluate the impact of biotechnology on the individual, society and the environment, including medical and ethical issues. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Heredity and Reproduction</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.912.L.16.In.5:</u> Identify ways that biotechnology has impacted society and the environment, such as the development of new medicines and farming techniques. • <u>SC.912.L.16.Su.4:</u> Recognize that new medicines and foods can be developed by science (biotechnology). • <u>SC.912.L.16.Pa.4:</u> Recognize a food. <p>Remarks/Examples</p> <p>Annually assessed on Biology EOC.</p>
<p><u>SC.912.L.16.13 :</u></p>	<p>Describe the basic anatomy and physiology of the human reproductive system. Describe the process of human development from fertilization to birth and major changes that occur in each trimester of pregnancy. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Heredity and Reproduction</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.912.L.16.In.6:</u> Describe the basic process of human development from fertilization to birth. • <u>SC.912.L.16.Su.5:</u> Recognize major phases in the process of human development from fertilization to birth. • <u>SC.912.L.16.Pa.5:</u> Recognize the sequence of human development from baby to child to adult. <p>Remarks/Examples</p> <p>Annually assessed on Biology EOC.</p>
<p><u>SC.912.L.16.14 :</u></p>	<p>Describe the cell cycle, including the process of mitosis. Explain the role of mitosis in the formation of new cells and its importance in maintaining chromosome number during asexual reproduction. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted</p>

	<p>or Revised: 02/08 Belongs to: Heredity and Reproduction</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.L.16.In.7: Recognize that cells reproduce by dividing to produce new cells that are identical (mitosis) or new cells that are different (meiosis). • SC.912.L.16.Su.6: Recognize that cells reproduce by dividing. • SC.912.L.16.Pa.6: Recognize that living things produce offspring (reproduce).
<p>SC.912.L.16.16 :</p>	<p>Describe the process of meiosis, including independent assortment and crossing over. Explain how reduction division results in the formation of haploid gametes or spores. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Heredity and Reproduction</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.L.16.In.7: Recognize that cells reproduce by dividing to produce new cells that are identical (mitosis) or new cells that are different (meiosis). • SC.912.L.16.Su.6: Recognize that cells reproduce by dividing. • SC.912.L.16.Pa.6: Recognize that living things produce offspring (reproduce).
<p>SC.912.L.16.17 :</p>	<p>Compare and contrast mitosis and meiosis and relate to the processes of sexual and asexual reproduction and their consequences for genetic variation. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Heredity and Reproduction</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.L.16.Su.6: Recognize that cells reproduce by dividing. • SC.912.L.16.Pa.6: Recognize that living things produce offspring (reproduce). <p>Remarks/Examples</p>

	<p>Annually assessed on Biology EOC. Also assesses SC.912.L.16.8; SC.912.L.16.14; SC.912.L.16.16.</p>
<p>SC.912.L.16.2 :</p>	<p>Discuss observed inheritance patterns caused by various modes of inheritance, including dominant, recessive, codominant, sex-linked, polygenic, and multiple alleles. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Heredity and Reproduction</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.L.16.In.2: Identify traits that plants and animals, including humans, inherit. • SC.912.L.16.Su.1: Recognize characteristics (traits) that offspring inherit from parents. • SC.912.L.16.Pa.1: Recognize similar characteristics (traits) between a child and parents, such as hair, eye, and skin color, or height.
<p>SC.912.L.16.3 :</p>	<p>Describe the basic process of DNA replication and how it relates to the transmission and conservation of the genetic information. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Heredity and Reproduction</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.L.16.In.3: Recognize that a substance called DNA carries genetic information in all organisms, and changes (mutations) in DNA can be helpful or harmful to an organism. • SC.912.L.16.Su.2: Recognize that all organisms have a substance called DNA with unique information. • SC.912.L.16.Pa.2: Recognize similarities in characteristics of plants and animals of the same type (species). <p>Remarks/Examples</p> <p>Integrate HE.912.C.1.4. Analyze how heredity and family history can impact personal health. Annually assessed on Biology EOC. Also assesses SC.912.L.16.4; SC.912.L.16.5; SC.912.L.16.9.</p>
<p>SC.912.L.16.4 :</p>	<p>Explain how mutations in the DNA sequence may or may not result in phenotypic change. Explain how mutations in gametes may result in</p>

	<p>phenotypic changes in offspring. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Heredity and Reproduction</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.L.16.In.3: Recognize that a substance called DNA carries genetic information in all organisms, and changes (mutations) in DNA can be helpful or harmful to an organism. • SC.912.L.16.Su.2: Recognize that all organisms have a substance called DNA with unique information. • SC.912.L.16.Pa.2: Recognize similarities in characteristics of plants and animals of the same type (species).
<p>SC.912.L.16.5 :</p>	<p>Explain the basic processes of transcription and translation, and how they result in the expression of genes. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Heredity and Reproduction</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.L.16.In.3: Recognize that a substance called DNA carries genetic information in all organisms, and changes (mutations) in DNA can be helpful or harmful to an organism. • SC.912.L.16.Su.2: Recognize that all organisms have a substance called DNA with unique information. • SC.912.L.16.Pa.2: Recognize similarities in characteristics of plants and animals of the same type (species).
<p>SC.912.L.16.8 :</p>	<p>Explain the relationship between mutation, cell cycle, and uncontrolled cell growth potentially resulting in cancer. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Heredity and Reproduction</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.L.16.In.4: Identify that cancer can result when cells change or grow uncontrollably. • SC.912.L.16.Su.3: Recognize that cancer may result when cells change or grow too fast. • SC.912.L.16.Pa.3: Recognize that illness can result when parts

	<p>of our bodies are not working properly.</p> <p>Remarks/Examples</p> <p>Integrate HE.912.C.1.4. Analyze how heredity and family history can impact personal health.</p>
<p>SC.912.L.16.9 :</p>	<p>Explain how and why the genetic code is universal and is common to almost all organisms.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08</p> <p>Belongs to: Heredity and Reproduction</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.L.16.In.3: Recognize that a substance called DNA carries genetic information in all organisms, and changes (mutations) in DNA can be helpful or harmful to an organism. • SC.912.L.16.Su.2: Recognize that all organisms have a substance called DNA with unique information. • SC.912.L.16.Pa.2: Recognize similarities in characteristics of plants and animals of the same type (species).
<p>SC.912.L.17.11 :</p>	<p>Evaluate the costs and benefits of renewable and nonrenewable resources, such as water, energy, fossil fuels, wildlife, and forests.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08</p> <p>Belongs to: Interdependence</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.L.17.In.7: Identify types of renewable and nonrenewable natural resources and explain the need for conservation. • SC.912.L.17.Su.7: Identify a way to conserve a familiar, nonrenewable, natural resource. • SC.912.L.17.Pa.6: Recognize the importance of clean water for living things.
<p>SC.912.L.17.2 :</p>	<p>Explain the general distribution of life in aquatic systems as a function of chemistry, geography, light, depth, salinity, and temperature.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date</p>

	<p>Adopted or Revised: 02/08 Belongs to: Interdependence</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.L.17.In.1: Recognize that living things in oceans and fresh water are affected by the location, availability of light, depth of the water, and temperature. • SC.912.L.17.Su.1: Recognize that living things in bodies of water are affected by the location and depth of the water. • SC.912.L.17.Pa.1: Recognize common living things in bodies of water.
<p>SC.912.L.17.20 :</p>	<p>Predict the impact of individuals on environmental systems and examine how human lifestyles affect sustainability. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Interdependence</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.L.17.In.8: Describe ways the lifestyles of individuals and groups can help or hurt the environment. • SC.912.L.17.Su.8: Identify ways individuals can help the environment. • SC.912.L.17.Pa.7: Recognize a way to help the local environment. <p>Remarks/Examples</p> <hr/> <p>Annually assessed on Biology EOC. Also assesses SC.912.L.17.11, SC.912.L.17.13, SC.912.N.1.3.</p>
<p>SC.912.L.17.4 :</p>	<p>Describe changes in ecosystems resulting from seasonal variations, climate change and succession. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Interdependence</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.L.17.In.2: Identify that living things in an ecosystem are affected by changes in the environment, such as changes to the food supply, climate change, or the introduction of

	<p>predators.</p> <ul style="list-style-type: none"> • SC.912.L.17.Su.2: Recognize how animals and plants in an ecosystem may be affected by changes to the food supply or climate. • SC.912.L.17.Pa.2: Recognize what happens to plants and animals when they don't get enough food or water.
<p>SC.912.L.17.5 :</p>	<p>Analyze how population size is determined by births, deaths, immigration, emigration, and limiting factors (biotic and abiotic) that determine carrying capacity.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Interdependence</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.L.17.In.2: Identify that living things in an ecosystem are affected by changes in the environment, such as changes to the food supply, climate change, or the introduction of predators. • SC.912.L.17.Su.2: Recognize how animals and plants in an ecosystem may be affected by changes to the food supply or climate. • SC.912.L.17.Pa.2: Recognize what happens to plants and animals when they don't get enough food or water. <p>Remarks/Examples</p> <hr/> <p>Annually assessed on Biology EOC. Also assesses SC.912.L.17.2; SC.912.L.17.4; SC.912.L.17.8; SC.912.N.1.4.</p>
<p>SC.912.L.17.8 :</p>	<p>Recognize the consequences of the losses of biodiversity due to catastrophic events, climate changes, human activity, and the introduction of invasive, non-native species.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Interdependence</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.L.17.In.4: Recognize possible changes in an ecosystem (biodiversity) that can result from natural catastrophic events, changes in climate, and human activity. • SC.912.L.17.Su.4: Recognize changes in living things

	<p>(biodiversity) that can result from natural catastrophic events and human activity.</p> <ul style="list-style-type: none"> • SC.912.L.17.Pa.4: Recognize actions that are harmful to living things.
<p>SC.912.L.17.9 :</p>	<p>Use a food web to identify and distinguish producers, consumers, and decomposers. Explain the pathway of energy transfer through trophic levels and the reduction of available energy at successive trophic levels.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Interdependence</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.L.17.In.5: Identify the components of a food web, including sunlight, producers, consumers, and decomposers, and trace the flow of energy from the Sun. • SC.912.L.17.Su.5: Identify producers, consumers, and decomposers in a simple food chain. • SC.912.L.17.Pa.5: Recognize that animals (consumers) eat animals and plants for food. <p>Remarks/Examples</p> <p>Annually assessed on Biology EOC. Also assesses SC.912.E.7.1.</p>
<p>SC.912.L.18.1 :</p>	<p>Describe the basic molecular structures and primary functions of the four major categories of biological macromolecules.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Matter and Energy Transformations</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.L.18.In.1: Identify that carbohydrates, fats, proteins, and nucleic acids (macromolecules) are important for human organisms. • SC.912.L.18.Su.1: Recognize that humans use proteins, carbohydrates, and fats. • SC.912.L.18.Pa.1: Recognize that humans need different kinds of food.

	<p style="text-align: center;">Remarks/Examples</p> <p style="text-align: center;">Annually assessed on Biology EOC. Also assesses SC.912.L.18.11.</p>
<p>SC.912.L.18.10 :</p>	<p>Connect the role of adenosine triphosphate (ATP) to energy transfers within a cell. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Matter and Energy Transformations</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.L.18.In.5: Recognize that energy is stored in cells. • SC.912.L.18.Su.3: Recognize that cells get energy from food. • SC.912.L.18.Pa.3: Identify that food is a source of energy.
<p>SC.912.L.18.11 :</p>	<p>Explain the role of enzymes as catalysts that lower the activation energy of biochemical reactions. Identify factors, such as pH and temperature, and their effect on enzyme activity. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Matter and Energy Transformations</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.L.18.In.6: Recognize that enzymes break down food molecules during the digestive process. • SC.912.L.18.Su.5: Recognize that food is broken down in digestion (use of enzymes). • SC.912.L.18.Pa.4: Recognize that saliva helps people eat when they chew.
<p>SC.912.L.18.12 :</p>	<p>Discuss the special properties of water that contribute to Earth's suitability as an environment for life: cohesive behavior, ability to moderate temperature, expansion upon freezing, and versatility as a solvent. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Matter and Energy Transformations</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.L.18.In.7: Identify that special properties of water,

	<p>such as the ability to moderate temperature and dissolve substances, help to sustain living things on Earth.</p> <ul style="list-style-type: none"> • SC.912.L.18.Su.6: Identify the important role of water in sustaining life of plants and animals. • SC.912.L.18.Pa.5: Recognize that plants and animals use water to live. <p>Remarks/Examples</p> <p>Annually assessed on Biology EOC.</p>
<p>SC.912.L.18.7 :</p>	<p>Identify the reactants, products, and basic functions of photosynthesis.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08</p> <p>Belongs to: Matter and Energy Transformations</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.L.18.In.2: Identify the products and function of photosynthesis. • SC.912.L.18.Su.2: Recognize that the function of photosynthesis is to produce food for plants. • SC.912.L.18.Pa.2: Recognize that plants need water, light, and air to grow.
<p>SC.912.L.18.8 :</p>	<p>Identify the reactants, products, and basic functions of aerobic and anaerobic cellular respiration.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08</p> <p>Belongs to: Matter and Energy Transformations</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.L.18.In.3: Identify that cells release energy from food so the organism can use it (cellular respiration). • SC.912.L.18.Su.3: Recognize that cells get energy from food. • SC.912.L.18.Pa.3: Identify that food is a source of energy.
<p>SC.912.L.18.9 :</p>	<p>Explain the interrelated nature of photosynthesis and cellular respiration.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08</p>

	<p>Belongs to: Matter and Energy Transformations</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.L.18.In.4: Recognize that plants give off oxygen that is used by animals and animals give off carbon dioxide that is used by plants. • SC.912.L.18.Su.4: Recognize that people and animals breathe in the oxygen that plants give off. • SC.912.L.18.Pa.2: Recognize that plants need water, light, and air to grow. <p>Remarks/Examples</p> <hr/> <p>Annually assessed on Biology EOC. Also assesses SC.912.L.18.7; SC.912.L.18.8; SC.912.L.18.10.</p>
<p>SC.912.N.1.1 :</p>	<p>Define a problem based on a specific body of knowledge, for example: biology, chemistry, physics, and earth/space science, and do the following:</p> <ol style="list-style-type: none"> 1. Pose questions about the natural world, (Articulate the purpose of the investigation and identify the relevant scientific concepts). 2. Conduct systematic observations, (Write procedures that are clear and replicable. Identify observables and examine relationships between test (independent) variable and outcome (dependent) variable. Employ appropriate methods for accurate and consistent observations; conduct and record measurements at appropriate levels of precision. Follow safety guidelines). 3. Examine books and other sources of information to see what is already known, 4. Review what is known in light of empirical evidence, (Examine whether available empirical evidence can be interpreted in terms of existing knowledge and models, and if not, modify or develop new models). 5. Plan investigations, (Design and evaluate a scientific investigation). 6. Use tools to gather, analyze, and interpret data (this includes the use of measurement in metric and other systems, and also the generation and interpretation of graphical representations of data, including data tables and graphs), (Collect data or evidence in an organized way. Properly use instruments, equipment, and materials (e.g., scales, probeware, meter sticks, microscopes, computers)

including set-up, calibration, technique, maintenance, and storage).

7. **Pose answers, explanations, or descriptions of events,**
8. **Generate explanations that explicate or describe natural phenomena (inferences),**
9. **Use appropriate evidence and reasoning to justify these explanations to others,**
10. **Communicate results of scientific investigations, and**
11. **Evaluate the merits of the explanations produced by others.**

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 02/08

Belongs to: [The Practice of Science](#)

Access Points:

- **[SC.912.N.1.In.1](#)**: Identify a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Identify a scientific question 2. Examine reliable sources of information to identify what is already known 3. Develop a possible explanation (hypothesis) 4. Plan and carry out an experiment 5. Gather data based on measurement and observations 6. Evaluate the data 7. Use the data to support reasonable explanations, inferences, and conclusions.
- **[SC.912.N.1.Su.1](#)**: Recognize a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Recognize a scientific question 2. Use reliable information and identify what is already known 3. Create possible explanation 4. Carry out a planned experiment 5. Record observations 6. Summarize results 7. Reach a reasonable conclusion.
- **[SC.912.N.1.Pa.1](#)**: Recognize a problem related to a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Observe objects and activities 2. Follow planned procedures 3. Recognize a solution.

Remarks/Examples

Common Core State Standards (CCSS) Connections for 6-12
Literacy in Science

For Students in Grades 9-10

LACC.910.RST.1.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

LACC.910.RST.1.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text.

LACC.910.RST.3.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

LACC.910.WHST.1.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

LACC.910.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.

For Students in Grades 11-12

LACC.1112.RST.1.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

LACC.1112.RST.1.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

LACC.1112.RST.3.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

LACC.1112.WHST.1.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

LACC.1112.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.

Common Core State Standards (CCSS) Connections for
Mathematical Practices

MACC.K12.MP.1: Make sense of problems and persevere in

	<p>solving them. MACC.K12.MP.2: Reason abstractly and quantitatively. MACC.K12.MP.3: Construct viable arguments and critique the reasoning of others. [Viable arguments include evidence.] MACC.K12.MP.4: Model with mathematics. MACC.K12.MP.5: Use appropriate tools strategically. MACC.K12.MP.6: Attend to precision. MACC.K12.MP.7: Look for and make use of structure. MACC.K12.MP.8: Look for and express regularity in repeated reasoning.</p>
<p><u>SC.912.N.1.3</u> :</p>	<p>Recognize that the strength or usefulness of a scientific claim is evaluated through scientific argumentation, which depends on critical and logical thinking, and the active consideration of alternative scientific explanations to explain the data presented. Cognitive Complexity: Level 1: Recall Date Adopted or Revised: 02/08 Belongs to: <u>The Practice of Science</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.912.N.1.In.2</u>: Describe the processes used in scientific investigations, including posing a research question, forming a hypothesis, reviewing what is known, collecting evidence, evaluating results, and reaching conclusions. • <u>SC.912.N.1.Su.2</u>: Identify the basic process used in scientific investigations, including questioning, observing, recording, determining, and sharing results. • <u>SC.912.N.1.Pa.2</u>: Recognize a process used in science to solve problems, such as observing, following procedures, and recognizing results. <p>Remarks/Examples</p> <p>Assess the reliability of data and identify reasons for inconsistent results, such as sources of error or uncontrolled conditions.</p> <p>CCSS Connections: MACC.K12.MP.2: Reason abstractly and quantitatively; MACC.K12.MP.3: Construct viable arguments and critique the reasoning of others</p>
<p><u>SC.912.N.1.4</u> :</p>	<p>Identify sources of information and assess their reliability according to the strict standards of scientific investigation. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: <u>The Practice of Science</u></p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.N.1.In.1: Identify a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Identify a scientific question 2. Examine reliable sources of information to identify what is already known 3. Develop a possible explanation (hypothesis) 4. Plan and carry out an experiment 5. Gather data based on measurement and observations 6. Evaluate the data 7. Use the data to support reasonable explanations, inferences, and conclusions. • SC.912.N.1.Su.1: Recognize a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Recognize a scientific question 2. Use reliable information and identify what is already known 3. Create possible explanation 4. Carry out a planned experiment 5. Record observations 6. Summarize results 7. Reach a reasonable conclusion. • SC.912.N.1.Pa.1: Recognize a problem related to a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Observe objects and activities 2. Follow planned procedures 3. Recognize a solution. <p>Remarks/Examples</p> <p>Read, interpret, and examine the credibility and validity of scientific claims in different sources of information, such as scientific articles, advertisements, or media stories. Strict standards of science include controlled variables, sufficient sample size, replication of results, empirical and measurable evidence, and the concept of falsification.</p> <p>CCSS Connections: LACC.910.RST.1.1 / LACC.1112.RST.1.1.</p>
<p>SC.912.N.1.6 :</p>	<p>Describe how scientific inferences are drawn from scientific observations and provide examples from the content being studied. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: The Practice of Science</p> <p>Access Points:</p>

	<ul style="list-style-type: none"> • SC.912.N.1.In.1: Identify a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Identify a scientific question 2. Examine reliable sources of information to identify what is already known 3. Develop a possible explanation (hypothesis) 4. Plan and carry out an experiment 5. Gather data based on measurement and observations 6. Evaluate the data 7. Use the data to support reasonable explanations, inferences, and conclusions. • SC.912.N.1.Su.1: Recognize a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Recognize a scientific question 2. Use reliable information and identify what is already known 3. Create possible explanation 4. Carry out a planned experiment 5. Record observations 6. Summarize results 7. Reach a reasonable conclusion. • SC.912.N.1.Pa.1: Recognize a problem related to a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Observe objects and activities 2. Follow planned procedures 3. Recognize a solution. <p>Remarks/Examples</p> <p>Collect data/evidence and use tables/graphs to draw conclusions and make inferences based on patterns or trends in the data.</p> <p>CCSS Connections: MACC.K12.MP.1: Make sense of problems and persevere in solving them.</p>
<p>SC.912.N.2.1 :</p>	<p>Identify what is science, what clearly is not science, and what superficially resembles science (but fails to meet the criteria for science).</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08</p> <p>Belongs to: The Characteristics of Scientific Knowledge</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.N.2.In.1: Identify examples of investigations that involve science. • SC.912.N.2.Su.1: Identify questions that can be answered by science.

	<ul style="list-style-type: none"> • SC.912.N.2.Pa.1: Recognize an example of work by scientists. <p>Remarks/Examples</p> <p>Science is the systematic and organized inquiry that is derived from observations and experimentation that can be verified or tested by further investigation to explain natural phenomena (e.g. Science is testable, pseudo-science is not; science seeks falsifications, pseudo-science seeks confirmations.)</p>
<p>SC.912.N.2.2 :</p>	<p>Identify which questions can be answered through science and which questions are outside the boundaries of scientific investigation, such as questions addressed by other ways of knowing, such as art, philosophy, and religion.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08</p> <p>Belongs to: The Characteristics of Scientific Knowledge</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.N.2.In.2: Distinguish between questions that can be answered by science and observable information and questions that can't be answered by science and observable information. • SC.912.N.2.Su.1: Identify questions that can be answered by science. • SC.912.N.2.Pa.1: Recognize an example of work by scientists. <p>Remarks/Examples</p> <p>Identify scientific questions that can be disproved by experimentation/testing. Recognize that pseudoscience is a claim, belief, or practice which is presented as scientific, but does not adhere to strict standards of science (e.g. controlled variables, sample size, replicability, empirical and measurable evidence, and the concept of falsification).</p> <p>CCSS Connections: MACC.K12.MP.3: Construct viable arguments and critique the reasoning of others.</p>
<p>SC.912.N.3.1 :</p>	<p>Explain that a scientific theory is the culmination of many scientific investigations drawing together all the current evidence concerning a substantial range of phenomena; thus, a scientific theory represents</p>

	<p>the most powerful explanation scientists have to offer. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: The Role of Theories, Laws, Hypotheses, and Models</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.N.3.In.1: Recognize that a scientific theory is developed by repeated investigations of many scientists and agreement on the likely explanation. • SC.912.N.3.Su.1: Recognize that scientific theories are supported by evidence and agreement of many scientists. • SC.912.N.3.Pa.1: Recognize examples of cause-effect descriptions or explanations related to science. <p>Remarks/Examples</p> <p>Explain that a scientific theory is a well-tested hypothesis supported by a preponderance of empirical evidence.</p> <p>CCSS Connections: MACC.K12.MP.1: Make sense of problems and persevere in solving them; and, MACC.K12.MP.3: Construct viable arguments and critique the reasoning of others.</p>
<p>SC.912.N.3.4 :</p>	<p>Recognize that theories do not become laws, nor do laws become theories; theories are well supported explanations and laws are well supported descriptions. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: The Role of Theories, Laws, Hypotheses, and Models</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.N.3.In.1: Recognize that a scientific theory is developed by repeated investigations of many scientists and agreement on the likely explanation. • SC.912.N.3.In.2: Identify examples of scientific laws that describe relationships in the natural world, such as Newton’s laws. • SC.912.N.3.Su.2: Recognize examples of scientific laws that describe relationships in nature, such as Newton’s laws. • SC.912.N.3.Su.1: Recognize that scientific theories are supported by evidence and agreement of many scientists.

	<ul style="list-style-type: none"> • SC.912.N.3.Pa.1: Recognize examples of cause-effect descriptions or explanations related to science.
	<p>Remarks/Examples</p> <p>Recognize that theories do not become laws, theories explain laws. Recognize that not all scientific laws have accompanying explanatory theories.</p>

RELATED GLOSSARY TERM DEFINITIONS (75)

Area:	The number of square units needed to cover a surface.
Bar graph:	A graph that uses either vertical or horizontal bars to display countable data
Chart:	A data display that presents information in columns and rows.
Circle graph:	A data display that divides a circle into regions representation a portion to the total set of data. The circle represents the whole set of data.
Histogram:	A bar graph that shows how many data values fall into a certain interval. The number of data items in an interval is a frequency. The width of the bar represents the interval, while the height indicates the number of data items, or frequency, in that interval.
Line graph:	A collection of an infinite number of points in a straight pathway with unlimited length and having no width.
Plot:	To locate a point by means of coordinates, or a curve by plotted points, or to represent an equation by means of a curve so constructed.
Rate:	A ratio that compares two quantities of different units.
Scatter plot:	A graph of paired data in which the data values are plotted as points in (x, y) format.
Set:	A set is a finite or infinite collection of distinct objects in which order has no significance.

Abiotic:	An environmental factor not associated with or derived from living organisms.
Activation energy:	The least amount of energy required to start a particular chemical reaction.
Adenosine triphosphate (ATP):	An organic compound that is composed of adenosine and three phosphate groups. It serves as a source of energy for many metabolic processes. ATP releases energy when it is broken down into ADP and phosphate by hydrolysis during cell metabolism.
Aerobic:	Occurring in the presence of oxygen or requiring oxygen to live. In aerobic respiration, which is the process used by the cells of most organisms, the production of energy from glucose metabolism requires the presence of oxygen.
Anaerobic :	Occurring in the absence of oxygen or not requiring oxygen to live. Anaerobic bacteria produce energy from food molecules without the presence of oxygen.
Anatomy:	The scientific study of the shape and structure of organisms and their parts.
Aquatic:	In or on the water
Asexual reproduction:	A form of reproduction in which new individuals are formed without the involvement of gametes.
Atmosphere:	The layers of gas that surround Earth, other planets, or stars.
Biotechnology:	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).
Biotic:	Factors in an environment relating to, caused by, or produced by living organisms.
Catalyst:	A substance that speeds up or slows down the rate of a reaction without being consumed or altered.
Cell:	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

Chromosome:	A structure in living cells that consists of a single molecule of DNA bonded to various proteins and that carries the genes determining heredity.
Codominant:	Relating to two alleles of a gene pair in a heterozygote that are both fully expressed.
Conduction:	To transmit heat, sound, or electricity through a medium.
Consumer:	An organism that feeds on other organisms for food.
Current :	The amount of electric charge flowing past a specified circuit point per unit time.
Decomposer :	Any organism that feeds or obtains nutrients by breaking down organic matter from dead organisms.
DNA:	Deoxyribonucleic acid; a nucleic acid that is genetic material; present in all organisms.
Dominance:	Tendency of certain (dominant) alleles to mask the expression of their corresponding (recessive) alleles.
Embryology:	The branch of biology that deals with the formation, early growth, and development of living organisms.
Energy:	The capacity to do work.
Environment:	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.
Enzyme:	Any of numerous proteins produced in living cells that accelerate or catalyze chemical reactions.
Evolution :	A theory that the various types of species arise from pre-existing species and that distinguishable characteristics are due to modifications through successive generations.
Experiment:	A procedure that is carried out and repeated under controlled conditions in order to discover, demonstrate, or test a hypothesis.
Fertilization:	The process by which the female reproductive cell (egg) is united with the male reproductive cell (sperm).
Fossil:	A whole or part of an organism that has been preserved in sedimentary rock.
Freeze:	To pass from the liquid to the solid state by loss of heat from the substance/system.

Gamete:	A reproductive cell having the haploid number of chromosomes, especially a mature sperm or egg capable of fusing with a gamete of the opposite sex to produce the fertilized egg.
Genetic:	Affecting or determined by genes.
Haploid:	Having a single set of each chromosome in a cell or cell nucleus. In most animals, only the gametes (reproductive cells) are haploid.
Heredity:	The passage of biological traits or characteristics from parents to offspring through the inheritance of genes.
Hominid:	A group of primates of the family Hominidae, which includes modern humans.
Hypothesis :	A tentative explanation for an observation, phenomenon, or scientific problem that can be tested by further investigation.
Inference :	The act of reasoning from factual knowledge or evidence.
Investigation :	A systematic process that uses various types of data and logic and reasoning to better understand something or answer a question.
Law :	A statement that describes invariable relationships among phenomena under a specified set of conditions.
Light:	Electromagnetic radiation that lies within the visible range.
Matter:	Substance that possesses inertia and occupies space, of which all objects are constituted.
Meiosis:	The process of nuclear division in cells during which the number of chromosomes is reduced by half.
Membrane:	A thin layer of tissue that surrounds or lines a cell, a group of cells, or a cavity; any barrier separating two fluids.
Microscope:	An instrument with lenses and light that is used to observe objects too small to be visible with only the eyes.
Mitosis:	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.
Model :	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.
Mutation:	A change in genetic sequence.

Natural selection:	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.
Nonrenewable resource:	A resource that can only be replenished over millions of years.
Observation :	What one has observed using senses or instruments.
Offspring:	The progeny or descendants of an animal or plant considered as a group.
Organ:	A structure containing different tissues that are organized to carry out a specific function of the body (e.g., heart, lungs, brain, etc.)
Organism:	An individual form of life of one or more cells that maintains various vital processes necessary for life.
Photosynthesis:	A chemical process by which plants use light energy to convert carbon dioxide and water into carbohydrates (sugars).
Physiology:	The scientific study of an organism's vital functions, including growth, development, reproduction, the absorption and processing of nutrients, the synthesis and distribution of proteins and other organic molecules, and the functioning of different tissues, organs, and other anatomic structures.
Polygenic:	Any of a group of nonallelic genes that collectively control the inheritance of a quantitative character or modify the expression of a qualitative character.
Producer :	An organism, usually a plant or bacterium, that produces organic compounds from simple inorganic molecules and energy (typically light energy) from the environment.
Recessive:	An allele for a trait that will be masked unless the organism is homozygous for this trait.
Replication:	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.
Reproductive system:	The system of organs involved with animal reproduction, especially sexual reproduction.
Scientist:	A person with expert knowledge of one or more sciences, that engages in processes to acquire and communicate knowledge.
Space:	The limitless expanse where all objects and events occur. Outer

	space is the region of the universe beyond Earth's atmosphere.
Theory :	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.
Tissue:	Similar cells acting to perform a specific function.
Variable:	An event, condition, or factor that can be changed or controlled in order to study or test a hypothesis in a scientific experiment.



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significant cognitive disabilities.

Science is the study of living and non-living systems and how they interact with one another in logical and organized ways (cause and effect). It explains the orderly nature of the world around us and reinforces the calculable, rather than random, nature of life. With such knowledge, the way each of us interacts with our environment becomes more predictable. When people can predict outcomes in life, they gain control of their environment, their fears, and their destiny.

Additionally, scientific inquiry provides students with a systematic approach to posing questions and seeking answers through observation and data collection. While the process may appear lofty for students with significant cognitive disabilities, observing and collecting data on life's activities brings relevance to otherwise detached events, and provides experience on which to base predictions and analyze consequences of actions. Knowing how to respond to a set of circumstances depends on how well we understand the nature of those circumstances.

Regardless of the specific discipline, the study of science creates a rational, organized, and predictable framework for interacting with the world around us. The result is an increased sense of control over the environment and a reduced sense of helplessness, both of which are essential for willful participation in life.

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of Chemistry. Understanding the characteristics of and dynamic relationship between the building blocks of matter, life, and the environment improves the ability to predict how we impact our surroundings and prepares us to respond to and interact with the forces and objects of nature. The content should include, but not be limited to:

- Scientific investigation
- Physical and chemical properties of matter
- Physical and chemical changes of matter
- Atomic theory
- Chemical patterns and periodicity
- Conservation of energy
- Interaction of matter and energy

	<ul style="list-style-type: none"> • Properties of fundamental forces
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RELATED ACCESS POINTS: Independent(33) Supported(32) Participatory(28) Core Content Connector(0)

<p><u>SC.912.E.5.1 :</u></p>	<p>Cite evidence used to develop and verify the scientific theory of the Big Bang (also known as the Big Bang Theory) of the origin of the universe.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Earth in Space and Time</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.912.E.5.In.1:</u> Recognize that the Milky Way is part of the expanding universe. • <u>SC.912.E.5.Su.1:</u> Recognize that the universe consists of many galaxies, including the Milky Way. • <u>SC.912.E.5.Pa.1:</u> Recognize that when objects move away from each other, the distance between them expands. <p>Remarks/Examples</p> <p>Explain evidence to support the formation of the universe, which has been expanding for approximately 15 billion year (e.g. ratio of gases, red-shift from distant galaxies, and cosmic background radiation).</p>
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<p><u>SC.912.L.16.10 :</u></p>	<p>Evaluate the impact of biotechnology on the individual, society and the environment, including medical and ethical issues.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Heredity and Reproduction</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.912.L.16.In.5:</u> Identify ways that biotechnology has impacted society and the environment, such as the development of new medicines and farming techniques. • <u>SC.912.L.16.Su.4:</u> Recognize that new medicines and foods
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	<p>can be developed by science (biotechnology).</p> <ul style="list-style-type: none"> • SC.912.L.16.Pa.4: Recognize a food. <p>Remarks/Examples</p> <hr/> <p>Annually assessed on Biology EOC.</p>
<p>SC.912.L.17.11 :</p>	<p>Evaluate the costs and benefits of renewable and nonrenewable resources, such as water, energy, fossil fuels, wildlife, and forests. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Interdependence</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.L.17.In.7: Identify types of renewable and nonrenewable natural resources and explain the need for conservation. • SC.912.L.17.Su.7: Identify a way to conserve a familiar, nonrenewable, natural resource. • SC.912.L.17.Pa.6: Recognize the importance of clean water for living things.
<p>SC.912.L.17.20 :</p>	<p>Predict the impact of individuals on environmental systems and examine how human lifestyles affect sustainability. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Interdependence</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.L.17.In.8: Describe ways the lifestyles of individuals and groups can help or hurt the environment. • SC.912.L.17.Su.8: Identify ways individuals can help the environment. • SC.912.L.17.Pa.7: Recognize a way to help the local environment. <p>Remarks/Examples</p> <hr/> <p>Annually assessed on Biology EOC. Also assesses SC.912.L.17.11, SC.912.L.17.13, SC.912.N.1.3.</p>

[SC.912.L.18.12](#) :

Discuss the special properties of water that contribute to Earth's suitability as an environment for life: cohesive behavior, ability to moderate temperature, expansion upon freezing, and versatility as a solvent.

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Belongs to: [Matter and Energy Transformations](#)

Access Points:

- [SC.912.L.18.In.7](#): Identify that special properties of water, such as the ability to moderate temperature and dissolve substances, help to sustain living things on Earth.
- [SC.912.L.18.Su.6](#): Identify the important role of water in sustaining life of plants and animals.
- [SC.912.L.18.Pa.5](#): Recognize that plants and animals use water to live.

Remarks/Examples

Annually assessed on Biology EOC.

[SC.912.N.1.5](#) :

Describe and provide examples of how similar investigations conducted in many parts of the world result in the same outcome.

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Belongs to: [The Practice of Science](#)

Access Points:

- [SC.912.N.1.In.3](#): Identify that scientific investigations are sometimes repeated in different locations.
- [SC.912.N.1.Su.3](#): Recognize that scientific investigations can be repeated in different locations.
- [SC.912.N.1.Pa.3](#): Recognize that when a variety of common activities are repeated the same way, the outcomes are the same.

Remarks/Examples

Recognize that contributions to science can be made and have been made by people from all over the world.

[SC.912.N.1.6](#) :

Describe how scientific inferences are drawn from scientific observations and provide examples from the content being studied.

	<p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: The Practice of Science</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.N.1.In.1: Identify a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Identify a scientific question 2. Examine reliable sources of information to identify what is already known 3. Develop a possible explanation (hypothesis) 4. Plan and carry out an experiment 5. Gather data based on measurement and observations 6. Evaluate the data 7. Use the data to support reasonable explanations, inferences, and conclusions. • SC.912.N.1.Su.1: Recognize a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Recognize a scientific question 2. Use reliable information and identify what is already known 3. Create possible explanation 4. Carry out a planned experiment 5. Record observations 6. Summarize results 7. Reach a reasonable conclusion. • SC.912.N.1.Pa.1: Recognize a problem related to a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Observe objects and activities 2. Follow planned procedures 3. Recognize a solution. <p>Remarks/Examples</p> <p>Collect data/evidence and use tables/graphs to draw conclusions and make inferences based on patterns or trends in the data.</p> <p>CCSS Connections: MACC.K12.MP.1: Make sense of problems and persevere in solving them.</p>
<p>SC.912.N.1.7 :</p>	<p>Recognize the role of creativity in constructing scientific questions, methods and explanations.</p> <p>Cognitive Complexity: Level 1: Recall Date Adopted or Revised: 02/08 Belongs to: The Practice of Science</p> <p>Access Points:</p>

	<ul style="list-style-type: none"> • SC.912.N.1.In.4: Identify that scientists use many different methods in conducting their research. • SC.912.N.1.Su.4: Recognize that scientists use a variety of methods to get answers to their research questions. • SC.912.N.1.Pa.4: Recognize that people try different ways to complete a task when the first one does not work. <p>Remarks/Examples</p> <p>Work through difficult problems using creativity, and critical and analytical thinking in problem solving (e.g. convergent versus divergent thinking and creativity in problem solving).</p> <p>CCSS Connections: MACC.K12.MP.1: Make sense of problems and persevere in solving them; and MACC.K12.MP.2: Reason abstractly and quantitatively.</p>
<p>SC.912.N.2.1 :</p>	<p>Identify what is science, what clearly is not science, and what superficially resembles science (but fails to meet the criteria for science).</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: The Characteristics of Scientific Knowledge</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.N.2.In.1: Identify examples of investigations that involve science. • SC.912.N.2.Su.1: Identify questions that can be answered by science. • SC.912.N.2.Pa.1: Recognize an example of work by scientists. <p>Remarks/Examples</p> <p>Science is the systematic and organized inquiry that is derived from observations and experimentation that can be verified or tested by further investigation to explain natural phenomena (e.g. Science is testable, pseudo-science is not; science seeks falsifications, pseudo-science seeks confirmations.)</p>
<p>SC.912.N.2.2 :</p>	<p>Identify which questions can be answered through science and which questions are outside the boundaries of scientific investigation, such as questions addressed by other ways of knowing, such as art,</p>

	<p>philosophy, and religion. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: The Characteristics of Scientific Knowledge</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.N.2.In.2: Distinguish between questions that can be answered by science and observable information and questions that can't be answered by science and observable information. • SC.912.N.2.Su.1: Identify questions that can be answered by science. • SC.912.N.2.Pa.1: Recognize an example of work by scientists. <p>Remarks/Examples</p> <p>Identify scientific questions that can be disproved by experimentation/testing. Recognize that pseudoscience is a claim, belief, or practice which is presented as scientific, but does not adhere to strict standards of science (e.g. controlled variables, sample size, replicability, empirical and measurable evidence, and the concept of falsification).</p> <p>CCSS Connections: MACC.K12.MP.3: Construct viable arguments and critique the reasoning of others.</p>
<p>SC.912.N.2.3 :</p>	<p>Identify examples of pseudoscience (such as astrology, phrenology) in society. Cognitive Complexity: Level 1: Recall Date Adopted or Revised: 02/08 Belongs to: The Characteristics of Scientific Knowledge</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.N.2.In.2: Distinguish between questions that can be answered by science and observable information and questions that can't be answered by science and observable information. • SC.912.N.2.Su.1: Identify questions that can be answered by science. • SC.912.N.2.Pa.1: Recognize an example of work by scientists. <p>Remarks/Examples</p>

	<p>Determine if the phenomenon (event) can be observed, measured, and tested through scientific experimentation.</p>
<p>SC.912.N.1.1 :</p>	<p>Define a problem based on a specific body of knowledge, for example: biology, chemistry, physics, and earth/space science, and do the following:</p> <ol style="list-style-type: none"> 1. Pose questions about the natural world, (Articulate the purpose of the investigation and identify the relevant scientific concepts). 2. Conduct systematic observations, (Write procedures that are clear and replicable. Identify observables and examine relationships between test (independent) variable and outcome (dependent) variable. Employ appropriate methods for accurate and consistent observations; conduct and record measurements at appropriate levels of precision. Follow safety guidelines). 3. Examine books and other sources of information to see what is already known, 4. Review what is known in light of empirical evidence, (Examine whether available empirical evidence can be interpreted in terms of existing knowledge and models, and if not, modify or develop new models). 5. Plan investigations, (Design and evaluate a scientific investigation). 6. Use tools to gather, analyze, and interpret data (this includes the use of measurement in metric and other systems, and also the generation and interpretation of graphical representations of data, including data tables and graphs), (Collect data or evidence in an organized way. Properly use instruments, equipment, and materials (e.g., scales, probeware, meter sticks, microscopes, computers) including set-up, calibration, technique, maintenance, and storage). 7. Pose answers, explanations, or descriptions of events, 8. Generate explanations that explicate or describe natural phenomena (inferences), 9. Use appropriate evidence and reasoning to justify these explanations to others, 10. Communicate results of scientific investigations, and 11. Evaluate the merits of the explanations produced by others. <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: The Practice of Science</p>

Access Points:

- [SC.912.N.1.In.1](#): Identify a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Identify a scientific question 2. Examine reliable sources of information to identify what is already known 3. Develop a possible explanation (hypothesis) 4. Plan and carry out an experiment 5. Gather data based on measurement and observations 6. Evaluate the data 7. Use the data to support reasonable explanations, inferences, and conclusions.
- [SC.912.N.1.Su.1](#): Recognize a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Recognize a scientific question 2. Use reliable information and identify what is already known 3. Create possible explanation 4. Carry out a planned experiment 5. Record observations 6. Summarize results 7. Reach a reasonable conclusion.
- [SC.912.N.1.Pa.1](#): Recognize a problem related to a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Observe objects and activities 2. Follow planned procedures 3. Recognize a solution.

Remarks/Examples

Common Core State Standards (CCSS) Connections for 6-12 Literacy in Science

For Students in Grades 9-10

LACC.910.RST.1.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

LACC.910.RST.1.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text.

LACC.910.RST.3.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

LACC.910.WHST.1.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

LACC.910.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.

For Students in Grades 11-12

LACC.1112.RST.1.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

LACC.1112.RST.1.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

LACC.1112.RST.3.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

LACC.1112.WHST.1.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

LACC.1112.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.

Common Core State Standards (CCSS) Connections for Mathematical Practices

MACC.K12.MP.1: Make sense of problems and persevere in solving them.

MACC.K12.MP.2: Reason abstractly and quantitatively.

MACC.K12.MP.3: Construct viable arguments and critique the reasoning of others. [Viable arguments include evidence.]

MACC.K12.MP.4: Model with mathematics.

MACC.K12.MP.5: Use appropriate tools strategically.

MACC.K12.MP.6: Attend to precision.

MACC.K12.MP.7: Look for and make use of structure.

MACC.K12.MP.8: Look for and express regularity in repeated reasoning.

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

Describe and explain what characterizes science and its methods.

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Belongs to: [The Practice of Science](#)

	<p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.N.1.In.2: Describe the processes used in scientific investigations, including posing a research question, forming a hypothesis, reviewing what is known, collecting evidence, evaluating results, and reaching conclusions. • SC.912.N.1.Su.2: Identify the basic process used in scientific investigations, including questioning, observing, recording, determining, and sharing results. • SC.912.N.1.Pa.2: Recognize a process used in science to solve problems, such as observing, following procedures, and recognizing results. <p>Remarks/Examples</p> <p>Science is characterized by empirical observations, testable questions, formation of hypotheses, and experimentation that results in stable and replicable results, logical reasoning, and coherent theoretical constructs.</p> <p>CCSS Connections: MACC.K12.MP.3: Construct viable arguments and critique the reasoning of others.</p>
<p>SC.912.N.1.3 :</p>	<p>Recognize that the strength or usefulness of a scientific claim is evaluated through scientific argumentation, which depends on critical and logical thinking, and the active consideration of alternative scientific explanations to explain the data presented. Cognitive Complexity: Level 1: Recall Date Adopted or Revised: 02/08 Belongs to: The Practice of Science</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.N.1.In.2: Describe the processes used in scientific investigations, including posing a research question, forming a hypothesis, reviewing what is known, collecting evidence, evaluating results, and reaching conclusions. • SC.912.N.1.Su.2: Identify the basic process used in scientific investigations, including questioning, observing, recording, determining, and sharing results. • SC.912.N.1.Pa.2: Recognize a process used in science to solve problems, such as observing, following procedures, and recognizing results.

	<p>Remarks/Examples</p> <p>Assess the reliability of data and identify reasons for inconsistent results, such as sources of error or uncontrolled conditions.</p> <p>CCSS Connections: MACC.K12.MP.2: Reason abstractly and quantitatively; MACC.K12.MP.3: Construct viable arguments and critique the reasoning of others</p>
<p><u>SC.912.N.1.4 :</u></p>	<p>Identify sources of information and assess their reliability according to the strict standards of scientific investigation.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08</p> <p>Belongs to: The Practice of Science</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.912.N.1.In.1:</u> Identify a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Identify a scientific question 2. Examine reliable sources of information to identify what is already known 3. Develop a possible explanation (hypothesis) 4. Plan and carry out an experiment 5. Gather data based on measurement and observations 6. Evaluate the data 7. Use the data to support reasonable explanations, inferences, and conclusions. • <u>SC.912.N.1.Su.1:</u> Recognize a problem based on a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Recognize a scientific question 2. Use reliable information and identify what is already known 3. Create possible explanation 4. Carry out a planned experiment 5. Record observations 6. Summarize results 7. Reach a reasonable conclusion. • <u>SC.912.N.1.Pa.1:</u> Recognize a problem related to a specific body of knowledge, including life science, earth and space science, or physical science, and do the following: 1. Observe objects and activities 2. Follow planned procedures 3. Recognize a solution. <p>Remarks/Examples</p> <p>Read, interpret, and examine the credibility and validity of scientific claims in different sources of information, such as scientific articles, advertisements, or media stories. Strict</p>

	<p>standards of science include controlled variables, sufficient sample size, replication of results, empirical and measurable evidence, and the concept of falsification.</p> <p>CCSS Connections: LACC.910.RST.1.1 / LACC.1112.RST.1.1.</p>
<p>SC.912.N.2.4 :</p>	<p>Explain that scientific knowledge is both durable and robust and open to change. Scientific knowledge can change because it is often examined and re-examined by new investigations and scientific argumentation. Because of these frequent examinations, scientific knowledge becomes stronger, leading to its durability.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: The Characteristics of Scientific Knowledge</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.N.2.In.3: Recognize that scientific knowledge can be challenged or confirmed by new investigations and reexamination. • SC.912.N.2.Su.2: Recognize that what is known about science can change based on new information. • SC.912.N.2.Pa.2: Recognize a variety of cause-effect relationships related to science. <p>Remarks/Examples</p> <p>Recognize that ideas with the most durable explanatory power become established theories, but scientific explanations are continually subjected to change in the face of new evidence.</p> <p>CCSS Connections: MACC.K12.MP.1: Make sense of problems and persevere in solving them; MACC.K12.MP.3: Construct viable arguments and critique the reasoning of others.</p>
<p>SC.912.N.2.5 :</p>	<p>Describe instances in which scientists' varied backgrounds, talents, interests, and goals influence the inferences and thus the explanations that they make about observations of natural phenomena and describe that competing interpretations (explanations) of scientists are a strength of science as they are a source of new, testable ideas that have the potential to add new evidence to support one or another of the explanations.</p>

	<p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: The Characteristics of Scientific Knowledge</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.N.2.In.4: Identify major contributions of scientists. • SC.912.N.2.Su.3: Recognize major contributions of scientists. • SC.912.N.2.Pa.1: Recognize an example of work by scientists. <p>Remarks/Examples</p> <p>Recognize that scientific questions, observations, and conclusions may be influenced by the existing state of scientific knowledge, the social and cultural context of the researcher, and the observer's experiences and expectations. Identify possible bias in qualitative and quantitative data analysis.</p>
<p>SC.912.N.3.1 :</p>	<p>Explain that a scientific theory is the culmination of many scientific investigations drawing together all the current evidence concerning a substantial range of phenomena; thus, a scientific theory represents the most powerful explanation scientists have to offer.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: The Role of Theories, Laws, Hypotheses, and Models</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.N.3.In.1: Recognize that a scientific theory is developed by repeated investigations of many scientists and agreement on the likely explanation. • SC.912.N.3.Su.1: Recognize that scientific theories are supported by evidence and agreement of many scientists. • SC.912.N.3.Pa.1: Recognize examples of cause-effect descriptions or explanations related to science. <p>Remarks/Examples</p> <p>Explain that a scientific theory is a well-tested hypothesis supported by a preponderance of empirical evidence.</p> <p>CCSS Connections: MACC.K12.MP.1: Make sense of problems and persevere in solving them; and, MACC.K12.MP.3: Construct viable arguments and critique</p>

	<p>the reasoning of others.</p>
<p><u>SC.912.N.3.2</u> :</p>	<p>Describe the role consensus plays in the historical development of a theory in any one of the disciplines of science. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: <u>The Role of Theories, Laws, Hypotheses, and Models</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.912.N.3.In.1</u>: Recognize that a scientific theory is developed by repeated investigations of many scientists and agreement on the likely explanation. • <u>SC.912.N.3.Su.1</u>: Recognize that scientific theories are supported by evidence and agreement of many scientists. • <u>SC.912.N.3.Pa.1</u>: Recognize examples of cause-effect descriptions or explanations related to science. <p>Remarks/Examples</p> <p>Recognize that scientific argument, disagreement, discourse, and discussion create a broader and more accurate understanding of natural processes and events.</p> <p>CCSS Connections: MACC.K12.MP.3: Construct viable arguments and critique the reasoning of others.</p>
<p><u>SC.912.N.3.3</u> :</p>	<p>Explain that scientific laws are descriptions of specific relationships under given conditions in nature, but do not offer explanations for those relationships. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: <u>The Role of Theories, Laws, Hypotheses, and Models</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.912.N.3.In.2</u>: Identify examples of scientific laws that describe relationships in the natural world, such as Newton’s laws. • <u>SC.912.N.3.Su.2</u>: Recognize examples of scientific laws that describe relationships in nature, such as Newton’s laws. • <u>SC.912.N.3.Pa.1</u>: Recognize examples of cause-effect descriptions or explanations related to science.

	<p>Remarks/Examples</p> <p>Recognize that a scientific theory provides a broad explanation of many observed phenomena while a scientific law describes how something behaves.</p>
<p>SC.912.N.3.4 :</p>	<p>Recognize that theories do not become laws, nor do laws become theories; theories are well supported explanations and laws are well supported descriptions. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: The Role of Theories, Laws, Hypotheses, and Models</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.N.3.In.1: Recognize that a scientific theory is developed by repeated investigations of many scientists and agreement on the likely explanation. • SC.912.N.3.In.2: Identify examples of scientific laws that describe relationships in the natural world, such as Newton’s laws. • SC.912.N.3.Su.2: Recognize examples of scientific laws that describe relationships in nature, such as Newton’s laws. • SC.912.N.3.Su.1: Recognize that scientific theories are supported by evidence and agreement of many scientists. • SC.912.N.3.Pa.1: Recognize examples of cause-effect descriptions or explanations related to science. <p>Remarks/Examples</p> <p>Recognize that theories do not become laws, theories explain laws. Recognize that not all scientific laws have accompanying explanatory theories.</p>
<p>SC.912.N.3.5 :</p>	<p>Describe the function of models in science, and identify the wide range of models used in science. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: The Role of Theories, Laws, Hypotheses, and Models</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.N.3.In.3: Identify ways models are used in the study of science. • SC.912.N.3.Su.3: Recognize ways models are used in the

	<p>study of science.</p> <ul style="list-style-type: none"> • SC.912.N.3.Pa.2: Recognize a model used in the context of one’s own study of science. <p>Remarks/Examples</p> <p>Describe how models are used by scientists to explain observations of nature.</p> <p>CCSS Connections: MACC.K12.MP.4: Model with mathematics.</p>
<p>SC.912.N.4.1 :</p>	<p>Explain how scientific knowledge and reasoning provide an empirically-based perspective to inform society's decision making. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Science and Society</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.N.4.In.1: Identify ways scientific knowledge and problem solving benefit people. • SC.912.N.4.Su.1: Recognize ways scientific knowledge and problem solving benefit people. • SC.912.N.4.Pa.1: Recognize science information that helps people. <p>Remarks/Examples</p> <p>Recognize that no single universal step-by-step scientific method captures the complexity of doing science. A number of shared values and perspectives characterize a scientific approach.</p> <p>MACC.K12.MP.1: Make sense of problems and persevere in solving them, and MACC.K12.MP.2: Reason abstractly and quantitatively.</p>
<p>SC.912.N.4.2 :</p>	<p>Weigh the merits of alternative strategies for solving a specific societal problem by comparing a number of different costs and benefits, such as human, economic, and environmental. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Science and Society</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.N.4.In.2: Identify that costs and benefits must be considered when choosing a strategy for solving a problem. • SC.912.N.4.Su.2: Recognize that some strategies may cost more to solve a problem. • SC.912.N.4.Pa.2: Recognize a local problem that can be solved by science. <p>Remarks/Examples</p> <p>Identify examples of technologies, objects, and processes that have been modified to advance society, and explain why and how they were modified. Discuss ethics in scientific research to advance society (e.g. global climate change, historical development of medicine and medical practices).</p> <p>CCSS Connections: MACC.K12.MP.1: Make sense of problems and persevere in solving them, and MACC.K12.MP.2: Reason abstractly and quantitatively.</p>
<p>SC.912.P.10.1 :</p>	<p>Differentiate among the various forms of energy and recognize that they can be transformed from one form to others. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Energy</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.P.10.In.1: Identify examples of energy being transformed from one form to another (conserved quantity). • SC.912.P.10.Su.1: Recognize energy transformations that occur in everyday life, such as solar energy to electricity. • SC.912.P.10.Pa.1: Observe and recognize examples of the transformation of electrical energy to light and heat. <p>Remarks/Examples</p> <p>Differentiate between kinetic and potential energy. Recognize that energy cannot be created or destroyed, only transformed. Identify examples of transformation of energy: Heat to light in incandescent electric light bulbs; Light to heat in laser drills; Electrical to sound in radios; Sound to electrical in microphones; Electrical to chemical in battery rechargers; Chemical to electrical in dry cells; Mechanical to electrical in generators [power plants];</p>

	<p>Nuclear to heat in nuclear reactors; Gravitational potential energy of a falling object is converted to kinetic energy then to heat and sound energy when the object hits the ground.</p>
<p>SC.912.P.10.10 :</p>	<p>Compare the magnitude and range of the four fundamental forces (gravitational, electromagnetic, weak nuclear, strong nuclear). Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Energy</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.P.10.In.5: Identify fundamental forces, including gravitational and electromagnetic. • SC.912.P.10.Su.6: Recognize fundamental forces, such as gravitational. • SC.912.P.10.Pa.6: Recognize that an object falls unless stopped (gravity). <p>Remarks/Examples</p> <p>Recognize and discuss the effect of each force on the structure of matter and the evidence for it.</p>
<p>SC.912.P.10.11 :</p>	<p>Explain and compare nuclear reactions (radioactive decay, fission and fusion), the energy changes associated with them and their associated safety issues. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Energy</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.P.10.In.6: Identify that atoms can be changed to release energy, such as in nuclear power plants, and recognize one related safety issue. • SC.912.P.10.Su.5: Recognize that nuclear power plants generate electricity and can be dangerous. • SC.912.P.10.Pa.5: Recognize the universal symbols for radioactive and other hazardous materials. <p>Remarks/Examples</p> <p>Identify the three main types of radioactive decay (alpha, beta, and gamma) and compare their properties (composition, mass,</p>

	<p>charge, and penetrating power). Explain the concept of half-life for an isotope (e.g. C-14 is used to determine the age of objects) and calculate the amount of a radioactive substance remaining after an integral number of half-lives have passed. Recognize that the energy release per gram of material is much larger in nuclear fusion or fission reactions than in chemical reactions due to the large amount of energy related to small amounts of mass by equation $E=mc^2$.</p>
<p><u>SC.912.P.10.12</u> :</p>	<p>Differentiate between chemical and nuclear reactions. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: <u>Energy</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.912.P.10.In.6</u>: Identify that atoms can be changed to release energy, such as in nuclear power plants, and recognize one related safety issue. • <u>SC.912.P.10.Su.5</u>: Recognize that nuclear power plants generate electricity and can be dangerous. • <u>SC.912.P.10.Pa.5</u>: Recognize the universal symbols for radioactive and other hazardous materials. <p>Remarks/Examples</p> <hr/> <p>Describe how chemical reactions involve the rearranging of atoms to form new substances, while nuclear reactions involve the change of atomic nuclei into entirely new atoms. Identify real-world examples where chemical and nuclear reactions occur every day.</p>
<p><u>SC.912.P.10.18</u> :</p>	<p>Explore the theory of electromagnetism by comparing and contrasting the different parts of the electromagnetic spectrum in terms of wavelength, frequency, and energy, and relate them to phenomena and applications. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: <u>Energy</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.912.P.10.In.9</u>: Identify common applications of electromagnetic waves moving through different media, such as radio waves, microwaves, x-rays, or infrared. • <u>SC.912.P.10.Su.10</u>: Recognize examples of electromagnetic waves moving through different media, such as microwave

	<p>ovens, radios, and x-rays.</p> <ul style="list-style-type: none"> • SC.912.P.10.Pa.10: Recognize primary and secondary colors in visible light. <p>Remarks/Examples</p> <hr/> <p>Describe the electromagnetic spectrum (i.e., radio waves, microwaves, infrared, visible light, ultraviolet, X-rays and gamma rays) in terms of frequency, wavelength and energy. Solve problems involving wavelength, frequency, and energy.</p>
<p>SC.912.P.10.2 :</p>	<p>Explore the Law of Conservation of Energy by differentiating among open, closed, and isolated systems and explain that the total energy in an isolated system is a conserved quantity.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Energy</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.P.10.In.1: Identify examples of energy being transformed from one form to another (conserved quantity). • SC.912.P.10.Su.1: Recognize energy transformations that occur in everyday life, such as solar energy to electricity. • SC.912.P.10.Pa.1: Observe and recognize examples of the transformation of electrical energy to light and heat. <p>Remarks/Examples</p> <hr/> <p>Use calorimetry to illustrate conservation of energy. Differentiate between the different types of systems and solve problems involving conservation of energy in simple systems (Physics). Explain how conservation of energy is important in chemical reactions with bond formation and bond breaking (Chemistry).</p>
<p>SC.912.P.10.5 :</p>	<p>Relate temperature to the average molecular kinetic energy.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Energy</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.P.10.In.3: Relate the transfer of heat to the states of matter, including gases result from heating, liquids result from cooling a gas, and solids result from further cooling a

	<p>liquid.</p> <ul style="list-style-type: none"> • SC.912.P.10.Su.3: Observe and recognize ways that heat travels, such as through space (radiation), through solids (conduction), and through liquids and gases (convection). • SC.912.P.10.Pa.3: Recognize the source and recipient of heat transfer. <p>Remarks/Examples</p> <hr/> <p>Recognize that the internal energy of an object includes the energy of random motion of the object's atoms and molecules, often referred to as thermal energy.</p>
<p>SC.912.P.10.6 :</p>	<p>Create and interpret potential energy diagrams, for example: chemical reactions, orbits around a central body, motion of a pendulum.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Energy</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.P.10.In.1: Identify examples of energy being transformed from one form to another (conserved quantity). • SC.912.P.10.Su.1: Recognize energy transformations that occur in everyday life, such as solar energy to electricity. • SC.912.P.10.Pa.4: Identify materials that provide protection (insulation) from heat. <p>Remarks/Examples</p> <hr/> <p>Construct and interpret potential energy diagrams for endothermic and exothermic chemical reactions, and for rising or falling objects. Describe the transformation of energy as a pendulum swings.</p>
<p>SC.912.P.10.7 :</p>	<p>Distinguish between endothermic and exothermic chemical processes.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Energy</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.P.10.In.4: Describe a process that gives off heat

	<p>(exothermic), such as burning, and a process that absorbs heat (endothermic), such as water coming to a boil.</p> <ul style="list-style-type: none"> • SC.912.P.10.Su.4: Recognize common processes that give off heat (exothermic), such as burning, and processes that absorb heat (endothermic), such as water coming to a boil. • SC.912.P.10.Pa.4: Identify materials that provide protection (insulation) from heat. <p>Remarks/Examples</p> <p>Classify chemical reactions and phase changes as exothermic (release thermal energy) or endothermic (absorb thermal energy).</p>
<p>SC.912.P.10.9 :</p>	<p>Describe the quantization of energy at the atomic level. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Energy</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.P.10.In.6: Identify that atoms can be changed to release energy, such as in nuclear power plants, and recognize one related safety issue. • SC.912.P.10.Su.5: Recognize that nuclear power plants generate electricity and can be dangerous. • SC.912.P.10.Pa.5: Recognize the universal symbols for radioactive and other hazardous materials. <p>Remarks/Examples</p> <p>Explain that when electrons transition to higher energy levels they absorb energy, and when they transition to lower energy levels they emit energy. Recognize that spectral lines are the result of transitions of electrons between energy levels that correspond to photons of light with an energy and frequency related to the energy spacing between levels (Planck's relationship $E = hv$).</p>
<p>SC.912.P.12.10 :</p>	<p>Interpret the behavior of ideal gases in terms of kinetic molecular theory. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Motion</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.P.12.In.6: Identify that gases exert pressure in a

	<p>closed surface, such as pressure inside a basketball or a hot air balloon.</p> <ul style="list-style-type: none"> • SC.912.P.12.Su.6: Recognize that a gas can exert pressure, such as in balloons, car tires, or pool floats. • SC.912.P.12.Pa.6: Recognize that some objects contain air, such as balloons, tires, and balls. <p>Remarks/Examples</p> <hr/> <p>Using the kinetic molecular theory, explain the behavior of gases and the relationship between pressure and volume (Boyle's law), volume and temperature (Charles's law), pressure and temperature (Gay-Lussac's law), and number of particles in a gas sample (Avogadro's hypothesis).</p>
<p>SC.912.P.8.1 :</p>	<p>Differentiate among the four states of matter. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Matter</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.P.8.In.1: Classify states of matter as solid, liquid, and gaseous. • SC.912.P.8.Su.1: Identify examples of states of matter as solid, liquid, and gaseous. • SC.912.P.8.Pa.1: Select an example of a common solid, liquid, and gas. <p>Remarks/Examples</p> <hr/> <p>Differentiate among the four states of matter (solid, liquid, gas and plasma) in terms of energy, particle motion, and phase transitions. (Note: Currently five states of matter have been identified.)</p>
<p>SC.912.P.8.11 :</p>	<p>Relate acidity and basicity to hydronium and hydroxyl ion concentration and pH. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Matter</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.P.8.In.7: Identify properties of common acids and

	<p>bases.</p> <ul style="list-style-type: none"> • SC.912.P.8.Su.7: Categorize common materials or foods as acids or bases. • SC.912.P.8.Pa.5: Recognize that some acids and bases can be dangerous and identify related hazard symbols. <p>Remarks/Examples</p> <p>Use experimental data to illustrate and explain the pH scale to characterize acid and base solutions. Compare and contrast the strengths of various common acids and bases.</p>
<p>SC.912.P.8.12 :</p>	<p>Describe the properties of the carbon atom that make the diversity of carbon compounds possible. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Matter</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.P.8.In.8: Identify that carbon is found in all living things. • SC.912.P.8.Su.8: Recognize that carbon is found in all living things. • SC.912.P.8.Pa.4: Match common compounds to their names or communication symbols. <p>Remarks/Examples</p> <p>Explain how the bonding characteristics of carbon lead to a large variety of structures ranging from simple hydrocarbons to complex polymers and biological molecules.</p>
<p>SC.912.P.8.2 :</p>	<p>Differentiate between physical and chemical properties and physical and chemical changes of matter. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Matter</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.P.8.In.2: Compare characteristics of physical and chemical changes of matter. • SC.912.P.8.Su.2: Identify examples of physical and chemical changes.

	<ul style="list-style-type: none"> • SC.912.P.8.Pa.2: Recognize a common chemical change, such as cooking, burning, rusting, or decaying. <p>Remarks/Examples</p> <p>Discuss volume, compressibility, density, conductivity, malleability, reactivity, molecular composition, freezing, melting and boiling points. Describe simple laboratory techniques that can be used to separate homogeneous and heterogeneous mixtures (e.g. filtration, distillation, chromatography, evaporation).</p>
<p>SC.912.P.8.3 :</p>	<p>Explore the scientific theory of atoms (also known as atomic theory) by describing changes in the atomic model over time and why those changes were necessitated by experimental evidence.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Matter</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.P.8.In.3: Identify the nucleus as the center of an atom. • SC.912.P.8.Su.3: Recognize that atoms are tiny particles in materials, too small to see. • SC.912.P.8.Pa.3: Recognize that the parts of an object can be put together to make a whole. <p>Remarks/Examples</p> <p>Describe the development and historical importance of atomic theory from Dalton (atomic theory), Thomson (the electron), Rutherford (the nucleus and “gold foil” experiment), and Bohr (planetary model of atom), and understand how each discovery leads to modern atomic theory.</p> <p>CCSS Connections: MACC.K12.MP.4: Model with mathematics.</p>
<p>SC.912.P.8.4 :</p>	<p>Explore the scientific theory of atoms (also known as atomic theory) by describing the structure of atoms in terms of protons, neutrons and electrons, and differentiate among these particles in terms of their mass, electrical charges and locations within the atom.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08</p>

	<p>Belongs to: Matter</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.P.8.In.3: Identify the nucleus as the center of an atom. • SC.912.P.8.Su.3: Recognize that atoms are tiny particles in materials, too small to see. • SC.912.P.8.Pa.3: Recognize that the parts of an object can be put together to make a whole. <p>Remarks/Examples</p> <p>Explain that electrons, protons and neutrons are parts of the atom and that the nuclei of atoms are composed of protons and neutrons, which experience forces of attraction and repulsion consistent with their charges and masses.</p> <p>CCSS Connections: MACC.K12.MP.4: Model with mathematics.</p>
<p>SC.912.P.8.5 :</p>	<p>Relate properties of atoms and their position in the periodic table to the arrangement of their electrons.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08</p> <p>Belongs to: Matter</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.P.8.In.4: Recognize that the periodic table includes all known elements. • SC.912.P.8.Su.4: Recognize examples of common elements, such as oxygen and hydrogen. • SC.912.P.8.Pa.3: Recognize that the parts of an object can be put together to make a whole. <p>Remarks/Examples</p> <p>Use the periodic table and electron configuration to determine an element's number of valence electrons and its chemical and physical properties. Explain how chemical properties depend almost entirely on the configuration of the outer electron shell.</p>
<p>SC.912.P.8.6 :</p>	<p>Distinguish between bonding forces holding compounds together and other attractive forces, including hydrogen bonding and van der</p>

	<p>Waals forces. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Matter</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.P.8.In.5: Identify that compounds are made of two or more elements. • SC.912.P.8.Su.5: Recognize examples of common compounds, such as water and salt. • SC.912.P.8.Pa.4: Match common compounds to their names or communication symbols. <p>Remarks/Examples</p> <p>Describe how atoms combine to form molecules through ionic, covalent, and hydrogen bonding. Compare and contrast the characteristics of the interactions between atoms in ionic and covalent compounds and how these bonds form. Use electronegativity to explain the difference between polar and nonpolar covalent bonds.</p>
<p>SC.912.P.8.7 :</p>	<p>Interpret formula representations of molecules and compounds in terms of composition and structure. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Matter</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.P.8.In.6: Identify formulas for common compounds, such as H₂O and CO₂. • SC.912.P.8.Su.6: Match common chemical formulas to their common name, such as H₂O to water. • SC.912.P.8.Pa.4: Match common compounds to their names or communication symbols. <p>Remarks/Examples</p> <p>Write chemical formulas for simple covalent (HCl, SO₂, CO₂, and CH₄), ionic (Na⁺ + Cl⁻ → NaCl) and molecular (O₂, H₂O) compounds. Predict the formulas of ionic compounds based on the number of valence electrons and the</p>

	charges on the ions.
<p>SC.912.P.8.8 :</p>	<p>Characterize types of chemical reactions, for example: redox, acid-base, synthesis, and single and double replacement reactions. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Matter</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.P.8.In.2: Compare characteristics of physical and chemical changes of matter. • SC.912.P.8.Su.2: Identify examples of physical and chemical changes. • SC.912.P.8.Pa.2: Recognize a common chemical change, such as cooking, burning, rusting, or decaying. <p>Remarks/Examples</p> <p>Classify chemical reactions as synthesis (combination), decomposition, single displacement (replacement), double displacement, and combustion.</p>
<p>SC.912.P.8.9 :</p>	<p>Apply the mole concept and the law of conservation of mass to calculate quantities of chemicals participating in reactions. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Matter</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.912.P.8.In.2: Compare characteristics of physical and chemical changes of matter. • SC.912.P.8.Su.2: Identify examples of physical and chemical changes. • SC.912.P.8.Pa.2: Recognize a common chemical change, such as cooking, burning, rusting, or decaying. <p>Remarks/Examples</p> <p>Recognize one mole equals 6.02×10^{23} particles (atoms or molecules). Determine number of particles for elements and compounds using the mole concept, in terms of number of particles, mass, and the volume of an ideal gas at specified conditions of temperature and pressure. Use experimental</p>

data to determine percent yield, empirical formulas, molecular formulas, and calculate the mass-to-mass stoichiometry for a chemical reaction.

RELATED GLOSSARY TERM DEFINITIONS (66)

Acid:	A substance that increases the H ⁺ 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.
Atom:	The smallest unit of a chemical element that can still retain the properties of that element.
Attraction :	A term used to describe the electric or magnetic force exerted by oppositely charged objects or to describe the gravitational force that pulls objects toward each other.
Base:	A substance that increases the OH ⁻ concentration of a solution; a proton acceptor.
Big Bang Theory:	A cosmological theory holding that the universe originated approximately 20 billion years ago from the violent explosion of a very small agglomeration of matter of extremely high density and temperature.
Biotechnology:	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).
Boil:	To change from a liquid to a vapor by the application of heat.
Cell:	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
Chemical change:	A reaction or a change in a substance produced by chemical means that results in producing a different chemical.

Compound:	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.
Concentration:	The relative amount of a particular substance, a solute, or mixture.
Conduction:	To transmit heat, sound, or electricity through a medium.
Conductivity:	The ability or power to conduct or transmit heat, electricity, or sound.
Conservation of Mass:	The principle that mass cannot be created or destroyed; also conservation of matter.
Current :	The amount of electric charge flowing past a specified circuit point per unit time.
Density:	Concentration of matter of an object; number of individuals in the same species that live in a given area; the mass per unit volume.
Diversity:	The different species in a given area or specific period of time.
Electromagnetic spectrum:	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.
Electron:	A stable elementary particle in the lepton family having a mass at rest of 9.107×10^{-28} grams and an electric charge of approximately -1.602×10^{-19} coulombs. Electrons orbit about the positively charged nuclei of atoms in distinct orbitals of different energy levels, called shells.
Energy:	The capacity to do work.
Environment:	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.
Evaporation:	The process by which a liquid is converted to its vapor phase by heating the liquid.
Experiment:	A procedure that is carried out and repeated under controlled conditions in order to discover, demonstrate, or test a hypothesis.
Fission :	The process by which an atomic nucleus splits into two or more large fragments of comparable mass, simultaneously producing additional neutrons and vast amounts of energy; or, a process by which single-

	cell organisms reproduce asexually.
Force:	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.
Fossil:	A whole or part of an organism that has been preserved in sedimentary rock.
Freeze:	To pass from the liquid to the solid state by loss of heat from the substance/system.
Frequency:	The number of cycles or waves per unit time.
Fusion :	The process by which two lighter atomic nuclei combine at extremely high temperatures to form a heavier nucleus and release vast amounts of energy.
Galaxy:	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.
Gas:	One of the fundamental states of matter in which the molecules do not have a fixed volume or shape.
Heat:	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
Hypothesis :	A tentative explanation for an observation, phenomenon, or scientific problem that can be tested by further investigation.
Inference :	The act of reasoning from factual knowledge or evidence.
Infrared :	Relating to the invisible part of the electromagnetic spectrum with wavelengths longer than those of visible red light but shorter than those of microwaves.
Investigation :	A systematic process that uses various types of data and logic and reasoning to better understand something or answer a question.
Kinetic energy:	The energy possessed by a body because of its motion.
Law :	A statement that describes invariable relationships among phenomena under a specified set of conditions.
Light:	Electromagnetic radiation that lies within the visible range.
Liquid:	One of the fundamental states of matter with a definite volume but no definite shape.

Mass:	The amount of matter an object contains.
Matter:	Substance that possesses inertia and occupies space, of which all objects are constituted.
Melt:	To be changed from a solid to a liquid state especially by the application of heat.
Microscope:	An instrument with lenses and light that is used to observe objects too small to be visible with only the eyes.
Model :	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.
Mole :	The amount of a substance that contains as many atoms, molecules, ions, or other elementary units as the number of atoms in 0.012 kilogram of carbon 12. The number is 6.0225×10^{23} , Avogadro's number.
Molecule:	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.
Motion:	The act or process of changing position and/or direction.
Neutron:	A subatomic particle having zero charge, found in the nucleus of an atom.
Nonrenewable resource:	A resource that can only be replenished over millions of years.
Nuclear reaction:	A process, such as fission, fusion, or radioactive decay, in which the structure of an atomic nucleus is altered through release of energy or mass or by being broken apart.
Nucleus:	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.
Observation :	What one has observed using senses or instruments.
Orbit:	A path described by one body in its revolution about another (as by the earth about the sun or by an electron about an atomic nucleus).
Periodic table:	A tabular arrangement of the elements according to their atomic numbers so that elements with similar properties are in the same column.

Potential energy:	Energy stored in a physical system due to the object's configuration and position.
Proton:	A subatomic particle having a positive charge and which is found in the nucleus of an atom.
Scientist:	A person with expert knowledge of one or more sciences, that engages in processes to acquire and communicate knowledge.
Space:	The limitless expanse where all objects and events occur. Outer space is the region of the universe beyond Earth's atmosphere.
Theory :	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.
Ultraviolet :	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.
van der Waals Force:	A weak force of attraction between electrically neutral molecules that collide with or pass very close to each other. The van der Waals force is caused by the attraction between electron-rich regions of one molecule and electron-poor regions of another (the attraction between the molecules seen as electric dipoles).
Variable:	An event, condition, or factor that can be changed or controlled in order to study or test a hypothesis in a scientific experiment.
Volume:	A measure of the amount of space an object takes up; also the loudness of a sound or signal.
Wavelength:	The distance between crests of a wave.
X-ray:	A high-energy stream of electromagnetic radiation having a frequency higher than that of ultraviolet light but less than that of a gamma ray (in the range of approximately 10^{16} - 10^{19} hertz).



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Course: Hospital/Homebound Instructional Services- 7900030

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BASIC INFORMATION

Course Title:	Hospital/Homebound Instructional Services
Course Number:	7900030
Course Abbreviated Title:	H/H INSTR SERVS
Course Path:	Section: Exceptional Student Education Grade Group: Senior High and Adult Subject: Non-Credit
Status:	State Board Approved
Version Description:	<p>A. Major Concepts/Content. The purpose of this course is to enable students with disabilities to acquire skills when served in a hospital or homebound setting in order to achieve the Annual Goals and Short-Term Objectives or Benchmarks specified in the student's Individual Educational Plan (IEP).</p> <p>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:</p> <p>CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.</p> <p>CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.</p> <p>CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual</p>

Course: Science: 9-12- 7920010

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3589.aspx>

BASIC INFORMATION

Course Title:	Science: 9-12
Course Number:	7920010
Course Abbreviated Title:	SCI: 9-12
Course Path:	Section: Exceptional Student Education Grade Group: Senior High and Adult Subject: Academics - Subject Areas
Number of Credits:	Multiple Credit (more than 1 credit)
Status:	State Board Approved
Verion Requirements:	<p>C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the State Standards for Special Diploma.</p> <p>After successfully completing this course, the student will:</p> <p>1. Use the scientific method and general science skills to solve problems (e.g., making observations, using scientific tools, conducting experiments, using safe procedures).</p> <p>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.</p>

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

CL.B.1.In.1 identify and locate oral, print, or visual information for specified purposes.

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

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

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

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

CL.B.2.In.1 prepare oral, written, or visual information for expression or presentation.

CL.B.2.In.2 express oral, written, or visual information for specified purposes.

CL.B.2.Su.1 prepare oral, written, or visual information for expression—with guidance and support.

CL.B.2.Su.2 express oral, written, or visual information to accomplish functional tasks—with guidance and support.

3. Demonstrate knowledge of plants and animals (e.g., interdependency of plants and animals, interaction with environment).

4. Demonstrate knowledge of growth and development of human body systems and their functions relevant to personal needs (e.g., adolescence and adulthood, diseases, reproduction, nutrition).

5. Demonstrate knowledge of the ecology of natural resources and the importance of protection of the natural systems on Earth (e.g., recycling, human responsibility for the environment).

6. Demonstrate knowledge of the applications of concepts of matter and energy, force, and motion as they relate to daily living and the workplace (e.g., properties of matter; forms of energy, relationships among energy, force, and work; simple machines; gravity).

7. Demonstrate knowledge of the solar system in relation to the

environment and daily living (e.g., relationship among planets and stars, time, Earth's place in the universe).

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

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

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

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

CL.C.1.In.1 use knowledge of occupations and characteristics of the workplace in making career choices.

CL.C.1.Su.1 recognize expectations of occupations and characteristics of the workplace in making career choices—with guidance and support.

CL.C.2.In.2 use appropriate technology and tools 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 tools 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.



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	<p>student.</p> <p>B. Special Note. None.</p>
<p>Version Requirements:</p>	<p>C. Course Requirements.</p> <p>After successfully completing this course, the student will:</p> <ol style="list-style-type: none">1. Achieve the relevant Annual Goals and Short-Term Objectives or Benchmarks specified in the Individual Educational Plan.



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Course: Driver Education for Special Learners-7919010

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BASIC INFORMATION

Course Title:	Driver Education for Special Learners
Course Number:	7919010
Course Abbreviated Title:	DR ED SP LRNRS
Course Path:	Section: Exceptional Student Education Grade Group: Senior High and Adult Subject: Miscellaneous
Number of Credits:	Multiple Credit (more than 1 credit)
Status:	State Board Approved
Version Description:	<p>A. Major Concepts/Content. The purpose of this course is to provide students with disabilities with the basic knowledge necessary to obtain a Florida driver's license.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none">- driving rules/regulations- safety signs/symbols- driving courtesy- map reading skills- simple auto maintenance- insurance <p>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:</p>

	<p>CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.</p> <p>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.</p> <p>This course is designed primarily for students functioning at independent levels, who are generally capable of living and working independently with occasional assistance.</p> <p>Instructional activities involving practical applications of course requirements may occur in naturalistic settings or on the driving range and in the community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and driving equipment. Students must obtain a Florida restricted driver's license before they can be allowed to drive on the driving range or in the community.</p>
<p>Verion Requirements:</p>	<p>C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the State Standards for Special Diploma.</p> <p>After successfully completing this course, the student will:</p> <p>1. Demonstrate understanding of traffic signs and traffic regulations.</p> <p>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.</p> <p>2. Demonstrate knowledge of Florida laws related to driving.</p> <p>CL.B.1.In.1 identify and locate oral, print, or visual information for</p>

specified purposes.

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

3. Demonstrate knowledge of basic operational features of an automobile.

4. Demonstrate knowledge and skills needed to be a courteous driver.

5. Exhibit driving skills necessary for obtaining a driver's license in Florida.

6. Demonstrate knowledge of simple auto maintenance.

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

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

7. Exhibit map reading skills needed for driving.

CL.B.1.In.1 identify and locate oral, print, or visual information for specified purposes.

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

8. Demonstrate knowledge of auto insurance, including legal requirements, characteristics, costs, and procedures for obtaining a policy.



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Course: 7915015 Access Health Opportunities Through Physical Education 9-12-

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BASIC INFORMATION

Course Title:	Access Health Opportunities Through Physical Education 9-12
Course Number:	7915015
Course Abbreviated Title:	ACCESS HOPE 9-12
Course Path:	Section: Exceptional Student Education Grade Group: Senior High and Adult Subject: Miscellaneous
Number of Credits:	Course may be taken for up to two credits
Course length:	Multiple (M) - Course length can vary
Status:	State Board Approved
General Notes:	<p>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.</p> <p>Subject Relevance: The ultimate goal for all students is to interact productively and effectively with the world around them. This goal is no less important for students with significant cognitive disabilities. Actively participating in physical activities enhances the quality of life's experiences. Individual activities develop physical fitness, self-esteem, and confidence. Shared activities additionally promote the development of interpersonal relationships, communication skills, understanding group dynamics, following rules, and problem solving. In</p>

both cases, the benefits increase access and involvement in recreation and social activities.

Physical education actively engages the sensory experiences of movement, sight, touch, and sounds in a variety of activities, including basic movement skills, physical fitness, rhythms and dance, games, team, dual and individual sports, tumbling and gymnastics, and aquatics. Further, physical education engages students in the acts of developing, rehearsing, and refining gross and fine motor skills, all of which enhance active participation in the learning process. While some students may participate in physical education to explore, develop, and refine their physical skills and activity interests, others may participate to extend their physical endurance, practice health-enhancing exercises, and expand their circle of friends.

Developing physical skills and team sensibilities through physical education promotes active participation in home, school, and community learning and social activities, which, in turn, promotes participation in life.

Access HOPE 9-12

Major Concepts/Content:

The content is intended to develop or expand the student's understanding of:

- Physical Activity
- Components of Physical Fitness
- Nutrition and Wellness Planning
- Diseases and Disorders
- Health Advocacy
- First Aid/CPR
- Alcohol, Tobacco, and Drug Prevention
- Human Sexuality, including Abstinence and HIV
- Cognitive Abilities
- Lifetime Fitness
- Movement
- Responsible Behaviors and Values

RELATED ACCESS POINTS: Independent(93) Supported(99) Participatory(96) Core Content Connector(0)

<p><u>HE.912.B.1.1 :</u></p>	<p>Verify the validity of health information, products, and services. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate the ability to access valid health information, products, and services to enhance health.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>HE.912.B.1.In.a:</u> Use given criteria to assess the validity of health information, products, and services, such as magazine articles, diet or nutritional supplements, energy drinks, exercise videos or equipment, tanning salons, fitness clubs, environmentalists, and health professionals. • <u>HE.912.B.1.Su.a:</u> Use given criteria to determine the validity of selected health information, products, and services, such as magazine articles, the use of diet or nutritional supplements, energy drinks, exercise videos or equipment, tanning salons, fitness clubs, environmentalists, and health professionals. • <u>HE.912.B.1.Pa.a:</u> Verify accurate (valid) health information, products, and services by confirming with a trusted adult or health professional. <p>Remarks/Examples</p> <p>Some examples may include magazine articles, diet/nutritional supplement, energy drink, exercise video or equipment, tanning salon, fitness club, environmentalists, health professionals, health-related community resources, and CPR procedures.</p>
<p><u>HE.912.B.1.3 :</u></p>	<p>Evaluate the accessibility of products and services that enhance health. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate the ability to access valid health information, products, and services to enhance health.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>HE.912.B.1.In.c:</u> Determine the accessibility of products and services that enhance health, such as location, expense, services available, eligibility, and scheduling of appointments. • <u>HE.912.B.1.Su.c:</u> Identify the accessibility of products and services that enhance health, such as location, expense, services available, eligibility,

	<p>and scheduling of appointments.</p> <ul style="list-style-type: none"> • HE.912.B.1.Pa.c: Recognize the accessibility of selected products and services that enhance health, such as location, expense, services available, eligibility, and scheduling of appointments. <p>Remarks/Examples</p> <p>Some examples may include location, expense, services available, eligibility, scheduling appointments, health care, and mental health resources.</p>
<p>HE.912.B.1.4 :</p>	<p>Justify when professional health services or providers may be required. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate the ability to access valid health information, products, and services to enhance health.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • HE.912.B.1.In.d: Explain when professional health services or providers may be required, such as for injury, depression, suicide, drug abuse, a medical emergency, child abuse, or domestic violence. • HE.912.B.1.Su.d: Describe when professional health services may be required, such as for injury, depression, suicide, drug abuse, a medical emergency, child abuse, or domestic violence. • HE.912.B.1.Pa.d: Identify a selected situation when a professional health service or provider may be required, such as for injury, depression, suicide, drug abuse, a medical emergency, child abuse, or domestic violence. <p>Remarks/Examples</p> <p>Some examples may include injury, depression, suicide, drug abuse, medical emergency, 911, child abuse, domestic violence, and natural or man-made conditions.</p>
<p>HE.912.B.1.5 :</p>	<p>Critique valid and reliable health products and services. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate the ability to access valid health information, products, and services to enhance health.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • HE.912.B.1.In.e: Describe characteristics of valid and reliable health products and services, such as their qualifications, type of service/product and provider, product safety, and reliability.

	<ul style="list-style-type: none"> • HE.912.B.1.Su.e: Describe selected characteristics of valid and reliable health products and services, such as their qualifications, type of service/product and provider, product safety, and reliability. • HE.912.B.1.Pa.e: Recognize selected characteristics of valid and reliable health products and services for personal health, such as type of service/product and provider, product safety, and effectiveness. <p>Remarks/Examples</p> <p>Some examples may include qualifications, service provider, type of service, type of product, product safety, reliability.</p>
<p>HE.912.B.1.6 :</p>	<p>Justify the validity of a variety of technologies to gather health information. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate the ability to access valid health information, products, and services to enhance health.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • HE.912.B.1.Su.f: Identify selected technologies that provide valid health information, such as the Internet, telephone, 911 access, and medical technology like x-rays, ultrasounds, mammograms, and MRI. • HE.912.B.1.Pa.f: Recognize selected technologies that provide valid health information, such as the Internet, telephone, 911 access, and medical technology like x-rays. <p>Remarks/Examples</p> <p>Some examples may include Internet, telephone, 911 access, medical technology: X-rays, ultrasound, mammogram, thermal imaging, MRI.</p>
<p>HE.912.B.2.1 :</p>	<p>Explain skills needed to communicate effectively with family, peers, and others to enhance health. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • HE.912.B.2.In.a: Describe strategies to communicate effectively with family, peers, and others to enhance health, such as having appropriate voice pitch and volume, maintaining eye contact, journaling, letter writing, and speaking persuasively. • HE.912.B.2.Su.a: Identify strategies to communicate effectively with

	<p>family, peers, and others to enhance health, such as having appropriate voice pitch and volume, maintaining eye contact, journaling, letter writing, and speaking persuasively.</p> <ul style="list-style-type: none"> • HE.912.B.2.Pa.a: Use selected communication strategies to enhance personal health, such as having appropriate volume, maintaining eye contact, and using words and gestures to clarify meaning. <p>Remarks/Examples</p> <p>Some examples may include using "I" messages, voice pitch/volume, eye contact, journal experiences, letter-writing, persuasive speech.</p>
<p>HE.912.B.2.2 :</p>	<p>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • HE.912.B.2.In.b: Determine effective refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks, such as validating other’s opinions, making direct and active statements, and offering alternatives. • HE.912.B.2.Su.b: Demonstrate selected effective refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks, such as validating other’s opinions, making direct and active statements, and offering alternatives. • HE.912.B.2.Pa.b: Use a refusal, a negotiation, or a collaboration skill to avoid or reduce personal health risks or resolve conflicts, such as stating desires clearly, offering alternatives, using I-messages, expressing emotions, or making direct statements. <p>Remarks/Examples</p> <p>Some examples may include validate others opinions, direct statement, active statement, offer alternatives.</p>
<p>HE.912.B.2.3 :</p>	<p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • HE.912.B.2.In.c: Use basic strategies to prevent or resolve interpersonal conflicts without harming self or others, such as using effective verbal and nonverbal communication, compromising, and using conflict resolution skills. • HE.912.B.2.Su.c: Use a basic strategy to prevent or resolve interpersonal conflicts without harming self or others, such as using effective verbal and nonverbal communication, compromising, or using conflict resolution skills. • HE.912.B.2.Pa.c: Use a refusal, a negotiation, or a collaboration skill to avoid or reduce personal health risks or resolve conflicts, such as stating desires clearly, offering alternatives, using I-messages, expressing emotions, or making direct statements. <p>Remarks/Examples</p> <p>Some examples may include effective verbal and nonverbal communication, compromise, conflict resolution.</p>
<p>HE.912.B.2.4 :</p>	<p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • HE.912.B.2.In.d: Explain the effectiveness of various ways of asking for and offering assistance to enhance the health of self and others, such as verbalizing, writing, listening actively, and seeking help for a friend. • HE.912.B.2.Su.d: Describe effective ways to ask for and offer assistance to enhance the health of self and others, such as verbalizing, writing, listening actively, and seeking help for a friend. • HE.912.B.2.Pa.d: Identify an effective way to ask for and offer assistance to enhance the health of self and others, such as verbalizing, listening actively, and seeking help for a friend. <p>Remarks/Examples</p> <p>Some examples may include verbal, written, active listening, seek help for friend.</p>
<p>HE 912 R 3 1 •</p>	<p>Determine the value of applying a thoughtful decision-making process in</p>

	<p>health-related situations. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate the ability to use decision-making skills to enhance health.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • HE.912.B.3.In.a: Describe the value of applying a thoughtful decision-making process in health-related situations, such as decisions regarding sexual activity, alcohol consumption, and organ donation. • HE.912.B.3.Su.a: Identify the value of applying a thoughtful decision-making process in health-related situations, such as decisions regarding sexual activity, alcohol consumption, and organ donation. • HE.912.B.3.Pa.a: Recognize a health-related situation that requires the application of a thoughtful decision-making process, such as decisions regarding sexual activity, alcohol consumption, and organ donation. <p>Remarks/Examples</p> <p>Some examples may include sexual activity, alcohol consumption, organ donor decisions, child care, protection against infectious agents, wellness promotion, and first aid treatment options.</p>
<p>HE.912.B.3.2 :</p>	<p>Examine barriers that can hinder healthy decision-making. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate the ability to use decision-making skills to enhance health.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • HE.912.B.3.In.b: Explain barriers that can hinder healthy decision-making, such as interpersonal, financial, and environmental factors. • HE.912.B.3.Su.b: Describe barriers that can hinder healthy decision-making, such as interpersonal, financial, and environmental factors. • HE.912.B.3.Pa.b: Identify selected barriers that can hinder healthy decision-making, such as interpersonal, financial, and environmental factors. <p>Remarks/Examples</p> <p>Some examples may include interpersonal, financial, environmental factors, and accessibility of health information.</p>
<p>HE.912.B.3.3 :</p>	<p>Assess whether individual or collaborative decision-making is needed to make a healthy decision. Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p>

	<p>Belongs to: Demonstrate the ability to use decision-making skills to enhance health.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • HE.912.B.3.In.c: Determine whether individual or collaborative decision-making is needed to make a healthy decision, such as planning a post high school career or education, purchasing the family’s groceries, planning a weekly menu, and planning activities for siblings. • HE.912.B.3.Su.c: Determine whether individual or collaborative decision-making is needed to make a healthy decision in selected situations, such as planning a post high school career or education, purchasing the family’s groceries, planning a weekly menu, and planning activities for siblings. • HE.912.B.3.Pa.c: Identify the need for individual or collaborative decision-making in selected health-related situations, such as planning a post high school career/education, purchasing the family’s groceries, planning a weekly menu, and planning activities for siblings. <p>Remarks/Examples</p> <hr/> <p>Some examples may include planning a post-high school career/education, purchasing the family's groceries for the week, plan the weekly menu, plan appropriate activities for siblings, community planning, Internet safety, and purchasing insurance.</p>
<p>HE.912.B.3.4 :</p>	<p>Generate alternatives to health-related issues or problems. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate the ability to use decision-making skills to enhance health.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • HE.912.B.3.In.d: Explain alternatives to health-related issues or problems, such as the health benefits of menu options, getting enough physical activity, and practicing refusal skills. • HE.912.B.3.Su.d: Describe alternatives to health-related issues or problems, such as the health benefits of menu options, getting enough physical activity, and practicing refusal skills. • HE.912.B.3.Pa.d: Recognize healthy and unhealthy alternatives to selected health-related issues or problems, such as the health benefits of menu options, getting enough physical activity, and practicing refusal skills. <p>Remarks/Examples</p>

	<p>Some examples may include health benefits of menu options, physical activity options, refusal skill options, pre and post natal care, natural and man-made conditions, and review current trends in disease prevention.</p>
<p>HE.912.B.3.5 :</p>	<p>Appraise the potential short-term and long-term outcomes of each alternative on self and others. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate the ability to use decision-making skills to enhance health.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • HE.912.B.3.In.e: Describe the potential short-term and long-term outcomes of each alternative on self or others when making a health-related decision, such as a nutrition plan based on personal needs and preferences, the impact of chronic health conditions on the individual and family, and weapons on campus. • HE.912.B.3.Su.e: Identify the potential short-term and long-term outcomes of each alternative on self or others when making a health-related decision, such as a nutrition plan based on personal needs and preferences, the impact of chronic health conditions on the individual and family, and weapons on campus. • HE.912.B.3.Pa.e: Recognize a potential outcome of each option on self when making a health-related decision, such as a nutrition plan based on personal needs and preferences, the impact of chronic health conditions on the individual, or weapons on campus. <p>Remarks/Examples</p> <p>Some examples may include nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.</p>
<p>HE.912.B.3.6 :</p>	<p>Employ the healthiest choice when considering all factors in making a decision. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate the ability to use decision-making skills to enhance health.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • HE.912.B.3.Su.f: Select a healthy choice when considering all factors in making a decision, such as choosing a spring break activity, riding home from a party, and refusing to drink alcohol with friends. • HE.912.B.3.Pa.f: Choose a healthy alternative from given options when

	<p>making a decision, such as choosing a spring break activity, riding home from a party, and refusing to drink alcohol with friends.</p> <p>Remarks/Examples</p> <p>Some examples may include spring break activity, ride home from a party, refusal to drink with friends, child care, individual and societal responsibilities for the protection of health, and investigate health-related community resources.</p>
<p>HE.912.B.4.1 :</p>	<p>Evaluate personal health practices and overall health status to include all dimensions of health. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate the ability to use goal-setting skills to enhance health.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • HE.912.B.4.In.a: Assess personal health practices and identify overall health status for multiple dimensions of health, such as personal strengths, physical fitness, peer relationships, environmental health, and personal hygiene. • HE.912.B.4.Su.a: Examine personal health practices and recognize overall health status for a selected dimension of health, such as personal strengths, physical fitness, peer relationships, environmental health, and personal hygiene. • HE.912.B.4.Pa.a: Recognize personal health practices and overall health status, such as personal strengths, physical fitness, peer relationships, environmental health, and good personal hygiene. <p>Remarks/Examples</p> <p>Some examples may include personal strengths, physical fitness, peer relationships, environmental health, personal hygiene, non-communicable illness or disease, injury prevention, and first aid responder's safety practices.</p>
<p>HE.912.B.4.2 :</p>	<p>Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate the ability to use goal-setting skills to enhance health.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • HE.912.B.4.In.b: Use selected strategies to develop a plan to attain a

	<p>personal health goal that addresses strengths, needs, and risks, such as weight management, comprehensive physical fitness, stress management, dating relationships, or risky behaviors.</p> <ul style="list-style-type: none"> • HE.912.B.4.Su.b: Follow a selected procedure to develop a plan to attain a personal health goal that addresses strengths, needs, and risks, such as weight management, comprehensive physical fitness, stress management, dating relationships, or risky behaviors. • HE.912.B.4.Pa.b: Follow guided steps to develop a selected plan for achieving a personal health goal that addresses strengths, needs, and risks, such as weight management, comprehensive physical fitness, stress management, dating relationships, or risky behaviors. <p>Remarks/Examples</p> <p>Some examples may include weight management, comprehensive physical fitness, stress management, dating relationships, risky behaviors, and a wellness program plan.</p>
<p>HE.912.B.4.3 :</p>	<p>Implement strategies and monitor progress in achieving a personal health goal. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate the ability to use goal-setting skills to enhance health.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • HE.912.B.4.In.c: Use strategies and monitor progress toward achieving a personal health goal, such as stress management, time out, use of a squeeze ball when frustrated, talk with a friend or professional, pace oneself, set realistic expectations, use rewards, and get support. • HE.912.B.4.Su.c: Use selected strategies and monitor progress toward achieving a personal health goal, such as stress management, time out, use of a squeeze ball when frustrated, talk with a friend or professional, pace oneself, set realistic expectations, use rewards, and get support. • HE.912.B.4.Pa.c: Use a selected strategy and track progress toward achieving a personal health goal, such as time out, using a squeeze ball when frustrated, talking with a friend or professional, or using rewards and supports. <p>Remarks/Examples</p> <p>Some examples may include stress management, time out, use of a squeeze ball when frustrated, talk with a friend or professional, pace yourself, set realistic expectations, use rewards, get support, and wellness promotion.</p>

<p>HE.912.B.4.4 :</p>	<p>Formulate an effective long-term personal health plan. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate the ability to use goal-setting skills to enhance health.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • HE.912.B.4.Su.d: Identify an effective personal health plan for a period of time, such as for stress reduction, weight management, healthier eating habits, or improved physical fitness. • HE.912.B.4.Pa.d: Follow guided steps to develop an effective personal health plan for a period of time, such as for stress reduction, weight management, healthier eating habits, or improved physical fitness. <p>Remarks/Examples</p> <p>Some examples may include stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for the protection of health.</p>
<p>HE.912.C.1.1 :</p>	<p>Predict how healthy behaviors can affect health status. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • HE.912.C.1.In.a: Explain how healthy behaviors can affect health status, such as healthy fast food selections, regular medical screenings, and regular physical activity. • HE.912.C.1.Su.a: Identify how healthy behaviors can affect health status, such as healthy fast food selections, regular medical screenings, and regular physical activity. • HE.912.C.1.Pa.a: Recognize ways personal health can be affected by healthy behaviors, such as healthy fast food selections, regular medical checkups, and physical activity. <p>Remarks/Examples</p> <p>Some examples may include healthy fast food selections, regular medical screenings, regular physical activity, and industrial hygiene.</p>
<p>HE.912.C.1.2 :</p>	<p>Interpret the interrelationships of mental/emotional, intellectual, physical, and social health. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Comprehend concepts related to health promotion and disease prevention to</p>

[enhance health.](#)

Access Points:

- **[HE.912.C.1.In.b](#)**: Explain the interrelationships of mental/emotional, intellectual, physical, and social health, such as how drinking alcohol or sexual activity impacts physical, social, and mental/emotional dimensions of health.
- **[HE.912.C.1.Su.b](#)**: Identify the interrelationship between healthy behaviors and the dimensions of health (physical, mental/emotional, social, and intellectual), such as how drinking alcohol or sexual activity impacts physical and social dimensions of health.
- **[HE.912.C.1.Pa.b](#)**: Distinguish between healthy and unhealthy physical, mental/emotional, social, and intellectual behaviors, such as drinking alcohol or avoiding alcohol, and appropriate or inappropriate sexual behaviors.

Remarks/Examples

Some examples may include binge drinking, eating disorders, sexual relationships, healthy relationships, sexual abstinence/risk reduction behaviors.

[HE.912.C.1.4](#) :

Analyze how heredity and family history can impact personal health.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Comprehend concepts related to health promotion and disease prevention to enhance health.](#)

Access Points:

- **[HE.912.C.1.In.d](#)**: Explain how heredity and family history can impact personal health, such as drug use, family obesity, heart disease, and mental health.
- **[HE.912.C.1.Su.d](#)**: Describe ways personal health can be affected by heredity and family history, such as drug use, family obesity, heart disease, and mental health.
- **[HE.912.C.1.Pa.d](#)**: Recognize ways personal health can be affected by heredity or family history, such as drug use, family obesity, heart disease, and mental health.

Remarks/Examples

Some examples may include drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.

HE.912.C.1.5 :

Propose strategies to reduce or prevent injuries and health problems.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Comprehend concepts related to health promotion and disease prevention to enhance health.](#)

Access Points:

- **HE.912.C.1.In.e:** Describe strategies to reduce or prevent injuries and health problems, such as mandatory passenger restraint and helmet laws, mandatory immunizations, and proper handling of food.
- **HE.912.C.1.Su.e:** Identify strategies to reduce or prevent injuries and other adolescent health problems, such as mandatory passenger restraint and helmet laws, mandatory immunizations, and proper handling of food.
- **HE.912.C.1.Pa.e:** Recognize a strategy to prevent injury and adolescent health problems, such as mandatory passenger restraint/helmet laws or proper handling of food.

Remarks/Examples

Some examples may include mandatory passenger restraint/helmet laws, mandatory immunizations, improve inspection of food sources.

HE.912.C.1.7 :

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

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Comprehend concepts related to health promotion and disease prevention to enhance health.](#)

Access Points:

- **HE.912.C.1.In.g:** Predict the likelihood of injury, illness, or death from engaging in unhealthy behaviors, such as death from alcohol poisoning, cancer and chronic lung disease related to tobacco use, overdose from illegal drug use, or engaging in risky games.
- **HE.912.C.1.Su.g:** Describe the likelihood of injury, illness, or death from engaging in unhealthy behaviors, such as death from alcohol poisoning, cancer and chronic lung disease related to tobacco use, overdose from illegal drug use, or engaging in risky games.
- **HE.912.C.1.Pa.g:** Recognize likely injuries or illnesses resulting from engaging in unhealthy behaviors, such as death or injury from drinking and driving, injuries resulting from fighting and bullying, and infections from poor hygiene.

	<p>Remarks/Examples</p> <p>Some examples may include death from alcohol poisoning, cancer and chronic lung disease related to tobacco use, overdose from illegal drug use, date rape as a result of alcohol use and/or adulterated food or beverage, child abuse or neglect, and serial monogamy.</p>
<p><u>HE.912.C.1.8 :</u></p>	<p>Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>HE.912.C.1.Su.h:</u> Identify common strategies for prevention, detection, and treatment of common communicable and chronic diseases, such as preventing and treating obesity, early detection of cancer, and getting adequate physical exercise to help prevent diabetes and heart disease. • <u>HE.912.C.1.Pa.h:</u> Recognize selected strategies for prevention of common communicable diseases, such as sanitization, avoiding direct contact with infection, and proper disposal of hygiene products. <p>Remarks/Examples</p> <p>Some examples may include health prevention, detection, and treatment: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.</p>
<p><u>HE.912.C.2.1 :</u></p>	<p>Analyze how the family influences the health of individuals.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>HE.912.C.2.In.a:</u> Explain how the family influences the health of individuals, such as nutritional management of meals, the composition of the family, and health insurance status. • <u>HE.912.C.2.Su.a:</u> Describe how the family influences the health of individuals, such as providing nutritious meals, the composition of the family, and health insurance status. • <u>HE.912.C.2.Pa.a:</u> Recognize selected ways the family influences the health of family members, such as providing nutritious meals and the

	<p>composition of the family.</p> <p>Remarks/Examples</p> <p>Some examples may include nutritional management of meals, composition of various families, health insurance status, and safety and injury prevention.</p>
<p><u>HE.912.C.2.2</u> :</p>	<p>Compare how peers influence healthy and unhealthy behaviors. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>HE.912.C.2.In.b</u>: Examine how peers influence healthy and unhealthy behaviors, such as binge drinking and social groups, pressuring a girlfriend or boyfriend to be sexually active, and student recommendations for school vending machines. • <u>HE.912.C.2.Su.b</u>: Describe how peers influence healthy and unhealthy behaviors, such as drinking alcohol in social groups, pressuring a girlfriend or boyfriend to be sexually active, and making recommendations for school vending machines. • <u>HE.912.C.2.Pa.b</u>: Recognize ways peers influence healthy or unhealthy behaviors, such as drinking alcohol in social groups, pressuring a girlfriend or boyfriend to be sexually active, and making recommendations for school vending machines. <p>Remarks/Examples</p> <p>Some examples may include binge drinking and social groups, pressure from boyfriend/girlfriend to be sexually involved, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p>
<p><u>HE.912.C.2.3</u> :</p>	<p>Assess how the school and community can affect personal health practice and behaviors. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>HE.912.C.2.In.c</u>: Describe how the school and community can influence

	<p>personal health practice and behavior, such as healthy foods in vending machines, required health education, and health screenings.</p> <ul style="list-style-type: none"> • HE.912.C.2.Su.c: Identify how the school and community can influence personal health practice and behavior, such as having healthy food in vending machines, required health education, and health screenings. • HE.912.C.2.Pa.c: Recognize ways the school and community can influence personal health, such as having healthy food in vending machines, required health education, and health screenings. <p>Remarks/Examples</p> <p>Some examples may include healthier foods in vending machines, required health education, health screenings, and AED availability and training.</p>
<p>HE.912.C.2.4 :</p>	<p>Evaluate how public health policies and government regulations can influence health promotion and disease prevention. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • HE.912.C.2.In.d: Describe how public health policies and government regulations can influence health promotion and disease prevention, such as enforcing seat belt laws, preventing underage alcohol sales, and reporting communicable diseases. • HE.912.C.2.Su.d: Identify ways school and public health policies can influence health promotion and disease prevention, such as enforcing seat belt laws, preventing underage alcohol sales, and reporting communicable diseases. • HE.912.C.2.Pa.d: Recognize ways selected school and public health policies can influence health promotion and disease prevention, such as enforcing seat belt laws, preventing underage alcohol sales, and assessing health status. <p>Remarks/Examples</p> <p>Some examples may include seat belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.</p>
<p>HE.912.C.2.5 :</p>	<p>Evaluate the effect of media on personal and family health. Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p>

	<p>Belongs to: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • HE.912.C.2.In.e: Examine the effect of media on personal and family health, such as comparing name and store brand items in the home, analyzing television viewing habits, and identifying effective public service announcements (PSAs). • HE.912.C.2.Su.e: Describe the effect of media on personal and family health, such as comparing name and store brand items in the home, analyzing television viewing habits, and identifying effective public service announcements (PSAs). • HE.912.C.2.Pa.e: Recognize the effect of media on personal and family health, such as television viewing habits and sedentary lifestyle and identifying effective public service announcements (PSAs). <p>Remarks/Examples</p> <p>Some examples may include comparison of brand name/store brand items in home, analyze television viewing habits, identifying effective PSAs, consumer skills, advertisements of health-related community resources, and participation in risky behaviors.</p>
<p>HE.912.C.2.6 :</p>	<p>Evaluate the impact of technology on personal, family, and community health. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • HE.912.C.2.In.f: Explain the impact of technology on personal, family, or community health, such as the availability of automated external defibrillators (AEDs) in the community, audible directions on pedestrian cross walks, and hotlines such as 211 or related Web sites. • HE.912.C.2.Su.f: Describe the impact of technology on personal, family, and community health, such as the availability of automated external defibrillators (AEDs) in the community, audible directions on pedestrian cross walks, and hotlines such as 211 or related Web sites. • HE.912.C.2.Pa.f: Recognize a way that the use of technology impacts personal, family, or community health, such as the availability of audible directions on pedestrian cross walks or hotlines such as 211 or related Web sites.

	<p>Remarks/Examples</p> <p>Some examples may include AED use in community, pedestrian cross walks with audible directions, type of information requested from local 211/hotlines or websites, consumer websites, Internet safety, and disease prevention and control.</p>
<p><u>HE.912.C.2.7 :</u></p>	<p>Assess the consequences of health risk behaviors. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>HE.912.C.2.In.g:</u> Describe the consequences of selected health risk behaviors, such as dating someone who tries to control you, failing to establish sexual boundaries in relationships, and taking a drug prescribed for someone else. • <u>HE.912.C.2.Su.g:</u> Identify the consequences of health-risk behaviors, such as dating someone who tries to control you, failing to establish sexual boundaries in relationships, and taking a drug prescribed for someone else. • <u>HE.912.C.2.Pa.g:</u> Recognize the consequences of selected health-risk behaviors, such as dating someone who tries to control you, failing to establish sexual boundaries in relationships, and taking a drug prescribed for someone else. <p>Remarks/Examples</p> <p>Some examples may include dating someone who tries to control you, failure to establish sexual boundaries in relationships, abuse of a drug prescribed for someone else, child abuse, human contact as a mode of transmission of infectious agents, review of health information, and unintentional and intentional injury.</p>
<p><u>HE.912.C.2.8 :</u></p>	<p>Analyze how the perceptions of norms influence healthy and unhealthy behaviors. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>HE.912.C.2.In.h:</u> Describe how the perceptions of social norms influence healthy and unhealthy behaviors, such as driving over the

	<p>speed limit, becoming a teen parent, and binge drinking.</p> <ul style="list-style-type: none"> • HE.912.C.2.Su.h: Describe how the perceptions of selected social norms influence healthy and unhealthy behaviors, such as driving over the speed limit, becoming a teen parent, and binge drinking. • HE.912.C.2.Pa.h: Recognize ways common social or cultural practices (norms) influence healthy and unhealthy behaviors, such as becoming a teen parent, binge drinking, dietary patterns, rites of passage, and courtship practices. <p>Remarks/Examples</p> <p>Some examples may include driving over the speed limit, teen parenting, binge drinking, parenting, analyze health information, and environmental practices.</p>
<p>HE.912.C.2.9 :</p>	<p>Analyze how culture supports and challenges health beliefs, practices, and behaviors.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • HE.912.C.2.Su.i: Identify ways culture influences health beliefs, practices, and behaviors, such as dietary patterns, rites of passage, and courtship practices. • HE.912.C.2.Pa.i: Recognize ways common social or cultural practices (norms) influence healthy and unhealthy behaviors, such as becoming a teen parent, binge drinking, dietary patterns, rites of passage, and courtship practices. <p>Remarks/Examples</p> <p>Some examples may include various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.</p>
<p>HE.912.P.1.1 :</p>	<p>Analyze the role of individual responsibility in enhancing health.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • HE.912.P.1.In.a: Examine the role of individual responsibility in

	<p>enhancing health, such as making good fast food choices, recognizing the influence of media messages, and recognizing the future impact of lifestyle choices.</p> <ul style="list-style-type: none"> • HE.912.P.1.Su.a: Explain the role of individual responsibility in enhancing health, such as making good fast food choices, recognizing the influence of media messages, and recognizing the future impact of lifestyle choices. • HE.912.P.1.Pa.a: Identify that it is important to take personal responsibility in enhancing health, such as making good fast food choices, recognizing the influence of media messages, and recognizing the future impact of lifestyle choices. <p>Remarks/Examples</p> <p>Some examples may include fast food choices, influence of media messages, future impact of lifestyle choices, individual responsibility for protection fo health, and stress management.</p>
<p>HE.912.P.1.2 :</p>	<p>Demonstrate a variety of healthy practices and behaviors that will maintain or improve health.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • HE.912.P.1.In.b: Use healthy practices and behaviors that will maintain or improve health, such as avoiding drug use and abuse, abstaining from sexual activity, and having a healthy diet. • HE.912.P.1.Su.b: Perform healthy practices and behaviors that will maintain or improve health, such as avoiding drug use and abuse, abstaining from sexual activity, and having a healthy diet. • HE.912.P.1.Pa.b: Perform a healthy practice and a healthy behavior to maintain or improve health, such as avoiding drug use and abuse, abstaining from sexual activity, and having a healthy diet. <p>Remarks/Examples</p> <p>Some examples may include avoid drug use/abuse, sexual abstinence, healthy diet, and controlling modes of transmission of infectious agents.</p>
<p>HE.912.P.1.3 :</p>	<p>Critique a variety of behaviors that avoid or reduce health risks.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p>

	<p>Belongs to: Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • HE.912.P.1.Su.c: Explain a variety of behaviors that avoid or reduce health risks, such as avoiding riding with impaired drivers, making good personal lifestyle choices, and seeking mental health services when needed. • HE.912.P.1.Pa.c: Identify selected behaviors that avoid or reduce common health risks, such as riding with trusted drivers, making good personal lifestyle choices, and seeking mental health services when needed. <p>Remarks/Examples</p> <hr/> <p>Some examples may include riding with impaired drivers, personal lifestyle choices, seeking mental health services when needed, sexual behavior, positive parenting, and industrial hygiene.</p>
<p>HE.912.P.2.2 :</p>	<p>Demonstrate how to influence and support others in making positive health choices.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Demonstrate the ability to advocate for individual, peer, school, family, and community health.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • HE.912.P.2.In.b: Demonstrate basic ways to influence and support others in making positive health choices, such as avoiding underage drinking, preventing someone from driving under the influence, preventing suicide, and promoting healthy dating and personal relationships. • HE.912.P.2.Su.b: Demonstrate a basic way to influence and support others in making positive health choices, such as avoiding underage drinking, preventing someone from driving under the influence, preventing suicide, and promoting healthy dating and personal relationships. • HE.912.P.2.Pa.b: Encourage others to make positive health choices. <p>Remarks/Examples</p> <hr/> <p>Some examples may include avoidance of underage drinking, prevention of driving under the influence, suicide prevention,</p>

	<p>promotion of healthy dating/personal relationships, responsible parenting, disease prevention, and promotion of first aid training.</p>
<p>HE.912.P.2.3 :</p>	<p>Work cooperatively as an advocate for improving personal, family and community health. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate the ability to advocate for individual, peer, school, family, and community health.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • HE.912.P.2.In.c: Work with others to advocate for improving personal, family, and community health, such as supporting local availability of healthy food options and shopping at environmentally friendly vendors. • HE.912.P.2.Su.c: Work with others to promote health practices that improve personal, family, or community health, such as supporting local availability of healthy food options and environmentally friendly shopping. • HE.912.P.2.Pa.c: Work with others to promote healthy practices for individuals, peers, families, or schools, such as healthy food options or environmentally friendly shopping. <p>Remarks/Examples</p> <p>Some examples may include support local availability of healthy food options; environmentally friendly shopping; victim, drug or teen court advocacy; advocate for child abuse prevention education programs; organize community resource information; and home and school safety.</p>
<p>LA.910.1.6.5 :</p>	<p>The student will relate new vocabulary to familiar words; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.910.1.6.In.e: Relate new vocabulary to familiar words. • LA.910.1.6.Su.e: Relate new vocabulary to familiar words. • LA.910.1.6.Pa.a: Identify new vocabulary that is introduced and taught directly.
<p>LA.910.2.2.1 :</p>	<p>The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings); Cognitive Complexity: N/A Date Adopted or Revised: 01/07</p>

	<p>Belongs to: Nonfiction</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.910.2.2.In.a: Locate information provided in text features (e.g. table of contents, headings, subheadings, charts and maps, text styles, index, glossary). • LA.910.2.2.Su.a: Identify information in text features (e.g. title, illustrations and graphics, table of contents, headings, various text styles, simple charts and maps, glossary). • LA.910.2.2.Pa.a: Recognize persons, objects, and actions in read-aloud informational text.
<p>LA.910.2.2.5 :</p>	<p>The student will select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture. Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Nonfiction</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.910.2.2.In.e: Select a variety of nonfiction materials to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture. • LA.910.2.2.Su.e: Select a variety of nonfiction materials to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture. • LA.910.2.2.Pa.d: Select nonfiction materials to expand the core foundation of knowledge necessary to function as a member of a shared culture. <p>Remarks/Examples</p> <hr/> <p>SS.912.C.2.2 Evaluate the importance of political participation and civic participation.</p>
<p>LA.910.5.2.1 :</p>	<p>The student will select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation); Cognitive Complexity: N/A Date Adopted or Revised: 01/07</p>

	<p>Belongs to: Listening and Speaking</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.910.5.2.In.a: Use a specified listening strategy according to the intended purpose (e.g. solving a problem, remembering information). • LA.910.5.2.Su.a: Use a listening strategy (e.g. facing the speaker and restating the information) to gather information for a task. • LA.910.5.2.Pa.a: Listen and demonstrate understanding of information presented in daily activities.
<p>LA.910.5.2.3 :</p>	<p>The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Listening and Speaking</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.910.5.2.In.c: Adjust voice and body movement as appropriate for speaking in real-world situations. • LA.910.5.2.Su.c: Use voice and body movement as appropriate for speaking in real-world situations. • LA.910.5.2.Pa.c: Communicate information and preferences in a variety of familiar situations.
<p>LA.910.5.2.5 :</p>	<p>The student will research and organize information that integrates appropriate media into presentations for oral communication (e.g., digital presentations, charts, photos, primary sources, webcasts). Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Listening and Speaking</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.910.5.2.In.e: Gather and organize information for oral presentations and integrate appropriate media. • LA.910.5.2.Su.e: Locate and use information in familiar sources for oral presentations for specific occasions. • LA.910.5.2.Pa.c: Communicate information and preferences in a variety of familiar situations.
<p>LA.910.6.3.1 :</p>	<p>The student will distinguish between propaganda and ethical reasoning</p>

strategies in print and nonprint media;
Cognitive Complexity: N/A | Date Adopted or Revised: 01/07
Belongs to: [Media Literacy](#)

Access Points:

- [LA.910.6.3.In.a](#): Identify persuasive techniques used in advertisements in multiple media sources (e.g. television, internet, newspaper, magazines).
- [LA.910.6.3.Su.a](#): Recognize persuasive techniques used in advertisements in a media source (e.g. television, internet, newspaper, magazines).
- [LA.910.6.3.Pa.a](#): Recognize persuasive information presented in mass media.

[MA.912.A.10.1](#)

:

Use a variety of problem-solving strategies, such as drawing a diagram, making a chart, guessing- and-checking, solving a simpler problem, writing an equation, working backwards, and creating a table.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 09/07

Belongs to: [Mathematical Reasoning and Problem Solving](#)

Access Points:

- [MA.912.A.10.In.a](#): Use a variety of problem-solving strategies, such as finding key information to determine the correct operation and using graphic representations for numbers, to solve real-world problems.
- [MA.912.A.10.In.b](#): Use estimation strategies, such as rounding, grouping, and comparing, to determine if answers are reasonable.
- [MA.912.A.10.Su.a](#): Use visual and physical models as strategies for solving real-world mathematical problems.
- [MA.912.A.10.Pa.a](#): Solve real-world problems involving quantities to 10 and match the result to the correct answer to determine accuracy.

Remarks/Examples

Students should work problems where they are required to distinguish relevant from irrelevant information, identify missing information, and either find missing data or make appropriate estimates.

Example 1: Fran has scored 16, 23, and 30 points in her last three games. At least how many points must she score in the next game so

	<p>that her four-game average does not fall below 20 points?</p> <p>Example 2: The swimming pool at Roanoke Park is 24 feet long and 18 feet wide. The park district has determined that they have enough money to put a walkway of uniform width, with a maximum area of 288 square feet, around the pool. How could you find the maximum width of a new walkway?</p>
<p>MA.912.F.3.1 :</p>	<p>Compare the advantages and disadvantages of using cash versus a credit card. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 09/07 Belongs to: Loans and Financing</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.912.F.3.In.a: Identify wise consumer strategies for cash purchases, such as counting change, rounding up, and adding the tax. • MA.912.F.3.In.b: Identify advantages and disadvantages of using alternate forms for payment, such as checks, gift cards, debit cards, and credit cards. • MA.912.F.3.Su.a: Use wise consumer strategies for paying with cash, such as rounding to the next dollar. • MA.912.F.3.Su.b: Identify examples of alternate forms of payment, including debit cards, checks, gift cards, and credit cards. • MA.912.F.3.Pa.a: Recognize that a predetermined amount of money can be used to pay for an item in common purchasing situations. <p>Remarks/Examples</p> <p>Example: Compare paying for a tank of gasoline in cash or paying with a credit card over a period of time.</p>
<p>MA.912.F.4.1 :</p>	<p>Develop personal budgets that fit within various income brackets. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 09/07 Belongs to: Individual Financial Planning</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.912.F.4.In.a: Create a personal budget that fits take-home income after taxes. • MA.912.F.4.Su.a: Distinguish between income and expenses. • MA.912.F.4.Su.b: Identify a personal budget that fits take-home income after taxes.

	<ul style="list-style-type: none"> • MA.912.F.4.Pa.a: Identify common items or services that have a cost. <p>Remarks/Examples</p> <p>Example: Develop a budget worksheet that includes typical expenses such as housing, transportation, utilities, food, medical expenses, and miscellaneous expenses. Add categories for savings toward your own financial goals, and determine the monthly income needed, before taxes, to meet the requirements of your budget.</p>
<p>MA.912.S.1.1 :</p>	<p>Formulate an appropriate research question to be answered by collecting data or performing an experiment.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 09/07</p> <p>Belongs to: Formulating Questions</p> <p>Remarks/Examples</p> <p>Example: An article in the local paper states that the health of Americans has declined over the past decade. How can this assertion be stated in a way that allows for scientific testing?</p>
<p>MA.912.S.3.3 :</p>	<p>Calculate and interpret measures of the center of a set of data, including mean, median, and weighted mean, and use these measures to make comparisons among sets of data.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 09/07</p> <p>Belongs to: Summarizing Data (Descriptive Statistics)</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.912.S.3.In.c: Determine the mode by identifying the number that occurs most often and the mean by finding the average. • MA.912.S.3.Su.c: Identify the number that occurs most frequently (mode) in a set of data with up to nine numbers. • MA.912.S.3.Pa.a: Identify quantity in data sets of 10 by counting objects, pictures, or symbols and identify which category has more, less, or none. <p>Remarks/Examples</p> <p>Example: A sample of five runs for bus A had passenger loads of 15, 24, 19, 12, and 20 passengers. A similar sample for bus B had passenger loads of 18, 21, 16, 14, and 16 passengers. Based on these samples, calculate the mean and median for the number of passengers</p>

	<p>for each bus. Which bus carries larger passenger loads? How does the answer to that question depend on which measure is being used (mean versus median)?</p>
<p>PE.912.C.1.10 :</p>	<p>Analyze long-term benefits of participating in regular physical activity. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • PE.912.C.1.In.j: Describe long-term benefits of participation in regular physical activity. • PE.912.C.1.Su.j: Identify long-term benefits of participation in regular physical activity. • PE.912.C.1.Pa.j: Recognize a long-term benefit of participation in regular physical activity.
<p>PE.912.C.1.11 :</p>	<p>Explain how each of the health-related fitness components (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, body composition) are improved through the application of training principles. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • PE.912.C.1.In.k: Describe how each of the health-related fitness components, such as physical conditioning, flexibility, cardiorespiratory endurance, and body composition, are improved through the application of training principles. • PE.912.C.1.Su.k: Identify how health-related fitness components such as physical conditioning, flexibility, cardiorespiratory endurance, and body composition, are improved through the application of training principles. • PE.912.C.1.Pa.k: Recognize that exercise and training improves health-related fitness.
<p>PE.912.C.1.12 :</p>	<p>Compare and contrast aerobic versus anaerobic activities. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.</p>

	<p>activities.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • PE.912.C.1.In.l: Describe the differences between aerobic and anaerobic activities. • PE.912.C.1.Su.l: Identify the differences between aerobic and anaerobic activities. • PE.912.C.1.Pa.l: Recognize selected aerobic and anaerobic activities.
<p>PE.912.C.1.13 :</p>	<p>Document food intake, calories consumed, and energy expended through physical activity and analyze the results.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • PE.912.C.1.In.m: Document food intake, calories consumed, and energy expended through physical activity and examine the results. • PE.912.C.1.Su.m: Document food intake and physical activity and identify the results. • PE.912.C.1.Pa.m: Document food intake and physical activity and recognize results.
<p>PE.912.C.1.14 :</p>	<p>Compare and contrast the skill-related components of fitness (speed, coordination, balance, power, agility, reaction time) used in various physical activities.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • PE.912.C.1.In.n: Identify differences in the skill-related components of fitness, such as speed, coordination, balance, power, agility, and reaction time, in various physical activities. • PE.912.C.1.Su.n: Recognize differences in the skill-related components of fitness, such as speed, coordination, balance, power, agility, and reaction time, in various physical activities. • PE.912.C.1.Pa.n: Recognize more than one skill-related components of fitness, such as speed, coordination, balance, power, agility, or reaction

	<p>time, in various physical activities.</p>
<p>PE.912.C.1.15 :</p>	<p>Calculate individual target heart rate zone and analyze how to adjust intensity level to stay within the desired range. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • PE.912.C.1.In.o: Identify individual target heart rate and how to adjust intensity level to stay within the desired range. • PE.912.C.1.Su.o: Recognize individual target heart rate and how to adjust intensity level to stay within the desired range. • PE.912.C.1.Pa.o: Recognize the relationship between intensity level of physical activity and heart rate.
<p>PE.912.C.1.16 :</p>	<p>Explain the methods of monitoring levels of intensity during aerobic activity. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • PE.912.C.1.In.p: Describe methods of monitoring levels of intensity during aerobic activity, such as talk test, rate of perceived exertion, and heart rate/pulse. • PE.912.C.1.Su.p: Identify methods of monitoring levels of intensity during aerobic activity, such as talk test, rate of perceived exertion, and heart rate/pulse. • PE.912.C.1.Pa.p: Recognize selected methods of monitoring levels of intensity during aerobic activity, such as talk test and heart rate/pulse. <p>Remarks/Examples</p> <p>Some examples would be a talk test, rate of perceived exertion, and checking one's heart rate/pulse.</p>
<p>PE.912.C.1.17 :</p>	<p>Assess physiological effects of exercise during and after physical activity. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical</p>

	<p>activities.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • PE.912.C.1.In.q: Examine physiological effects of exercise, such as breathing, resting heart rate, heart size, and blood pressure, during and after physical activity. • PE.912.C.1.Su.q: Identify physiological effects of exercise, such as breathing, resting heart rate, and blood pressure, during and after physical activity. • PE.912.C.1.Pa.q: Recognize a physiological effect of exercise, such as breathing or resting heart rate, during and after physical activity. <p>Remarks/Examples</p> <hr/> <p>Some examples would be breathing, resting heart rate, heart size, and blood pressure.</p>
<p>PE.912.C.1.18 :</p>	<p>Differentiate between fact and fallacy as it relates to consumer physical fitness products and programs.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • PE.912.C.1.In.r: Categorize information as true or false as it relates to consumer physical fitness products and programs, such as weight loss pills, food labels, and exercise equipment. • PE.912.C.1.Su.r: Identify information as true or false as it relates to consumer physical fitness products and programs, such as weight loss pills, food labels, and exercise equipment. • PE.912.C.1.Pa.r: Recognize information as it relates to a selected consumer physical fitness product, such as weight loss pills, food labels, or exercise equipment. <p>Remarks/Examples</p> <hr/> <p>Some examples would be weight loss pills, food labels, and exercise equipment.</p>
<p>PE.912.C.1.22 :</p>	<p>Explain the skill-related components of balance, reaction time, agility, coordination, power, and speed and how they enhance performance levels.</p>

	<p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • PE.912.C.1.In.v: Describe the skill-related components of balance, reaction time, agility, coordination, power, and speed skills, and how they enhance performance levels. • PE.912.C.1.Su.v: Identify the skill-related components that enhance performance, such as balance, reaction time, agility, coordination, power, and speed skills. • PE.912.C.1.Pa.v: Recognize a skill-related component that enhances performance, such as balance, reaction time, agility, coordination, power, or speed skills.
<p>PE.912.C.1.23 :</p>	<p>Apply appropriate technology and analyze data to evaluate, monitor, and/or improve performance.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • PE.912.C.1.In.w: Use appropriate technology to assess, monitor, and improve performance. • PE.912.C.1.Su.w: Use appropriate technology to monitor and improve performance. • PE.912.C.1.Pa.w: Use a selected technology to monitor or improve performance.
<p>PE.912.C.1.25 :</p>	<p>Analyze and evaluate the risks, safety procedures, rules, and equipment associated with specific course activities.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • PE.912.C.1.In.y: Describe the safety procedures, rules, and equipment associated with specific course activities.

	<ul style="list-style-type: none"> • PE.912.C.1.Su.y: Identify the safety procedures, rules, and equipment associated with specific course activities. • PE.912.C.1.Pa.y: Recognize the safety procedures, rules, and equipment associated with specific course activities.
<p>PE.912.C.1.27 :</p>	<p>Compare and contrast how movement skills from one physical activity can be transferred and used in other physical activities. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • PE.912.C.1.In.aa: Examine how movement skills from one physical activity can be transferred and used in other physical activities. • PE.912.C.1.Su.aa: Identify how movement skills from one physical activity can be transferred and used in other physical activities. • PE.912.C.1.Pa.aa: Recognize that movement skills from one physical activity can be used in other physical activities.
<p>PE.912.C.1.6 :</p>	<p>Compare and contrast the health-related benefits of various physical activities. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • PE.912.C.1.In.f: Describe the health-related benefits of various physical activities. • PE.912.C.1.Su.f: Identify the health-related benefits of various physical activities. • PE.912.C.1.Pa.f: Recognize the health-related benefits of various physical activities.
<p>PE.912.C.1.7 :</p>	<p>Evaluate the effectiveness of specific warm-up and cool-down activities. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • PE.912.C.1.In.g: Examine the effectiveness of specific warm-up and cool-down activities. • PE.912.C.1.Su.g: Identify the effectiveness of specific warm-up and cool-down activities. • PE.912.C.1.Pa.g: Recognize the effect of a specific warm-up or cool-down activity.
<p>PE.912.C.1.8 :</p>	<p>Differentiate between the three different types of heat illnesses associated with fluid loss.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • PE.912.C.1.In.h: Identify the three stages (types) of heat illnesses and the symptoms associated with fluid loss, such as heat cramps, heat exhaustion, and heat stroke. • PE.912.C.1.Su.h: Identify symptoms of heat illnesses associated with fluid loss, such as heat cramps, heat exhaustion, and heat stroke. • PE.912.C.1.Pa.h: Recognize a symptom of heat illnesses associated with fluid loss, such as heat cramps, heat exhaustion, or heat stroke. <p>Remarks/Examples</p> <hr/> <p>The three types of heat illnesses are heat cramps, heat exhaustion, and heat stroke.</p>
<p>PE.912.C.1.9 :</p>	<p>Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • PE.912.C.1.In.i: Describe the precautions to be taken when exercising in extreme weather and environmental conditions. • PE.912.C.1.Su.i: Identify precautions to be taken when exercising in a variety of weather conditions or environmental conditions.

	<ul style="list-style-type: none"> • PE.912.C.1.Pa.i: Recognize a precaution to be taken when exercising in selected environmental conditions.
<p>PE.912.L.1.1 :</p>	<p>Participate in a variety of physical activities to meet the recommended number of minutes of moderate to vigorous physical activity (MVPA) beyond physical education on five or more days of the week. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Participate regularly in physical activity.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • PE.912.L.1.In.a: Participate in a variety of moderate to vigorous physical activities beyond physical education five or more days of the week. • PE.912.L.1.Su.a: Participate in a variety of moderate to vigorous modified physical activities beyond physical education five or more days of the week. • PE.912.L.1.Pa.a: Participate in a variety of modified physical activities beyond physical education five or more days of the week.
<p>PE.912.L.1.2 :</p>	<p>Participate in a variety of activities that promote cardiorespiratory fitness, muscular strength and endurance, flexibility, and body composition. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Participate regularly in physical activity.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • PE.912.L.1.In.b: Participate in a variety of basic activities that promote cardiorespiratory fitness, muscular strength and endurance, flexibility, and body composition. • PE.912.L.1.Su.b: Participate in a variety of selected basic activities that promote cardiorespiratory fitness, muscular strength and endurance, flexibility, and body composition. • PE.912.L.1.Pa.b: Participate in a variety of selected modified activities that promote cardiorespiratory fitness, muscular strength and endurance, flexibility, and body composition.
<p>PE.912.L.1.3 :</p>	<p>Participate in a variety of activities that promote effective stress management. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Participate regularly in physical activity.</p> <p>Access Points:</p>

	<ul style="list-style-type: none"> • PE.912.L.1.In.c: Participate in a variety of basic activities that promote effective stress management. • PE.912.L.1.Su.c: Participate in a variety of selected basic activities that promote effective stress management. • PE.912.L.1.Pa.c: Participate in a variety of selected modified activities that promote effective stress management.
<p>PE.912.L.1.4 :</p>	<p>Utilize the in-school and community opportunities for participation in a variety of physical activities. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Participate regularly in physical activity.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • PE.912.L.1.In.d: Participate independently in a variety of basic physical activities in school and the community. • PE.912.L.1.Su.d: Participate in a variety of selected basic physical activities in school and the community. • PE.912.L.1.Pa.d: Participate in selected modified physical activities in school and the community.
<p>PE.912.L.1.5 :</p>	<p>Participate regularly in health-enhancing activities outside the physical education class setting. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Participate regularly in physical activity.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • PE.912.L.1.In.e: Participate regularly in basic health-enhancing activities outside the physical education class setting. • PE.912.L.1.Su.e: Participate regularly in selected, basic health-enhancing activities outside the physical education class setting. • PE.912.L.1.Pa.e: Participate regularly in selected, modified health-enhancing activities outside the physical education class setting.
<p>PE.912.L.1.6 :</p>	<p>Utilize knowledge of the risks and safety factors that may affect physical activity throughout life. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Participate regularly in physical activity.</p> <p>Access Points:</p>

	<ul style="list-style-type: none"> • PE.912.L.1.In.f: Identify risk and safety factors that can affect physical activity throughout life. • PE.912.L.1.Su.f: Recognize risk and safety factors that can affect physical activity for many years. • PE.912.L.1.Pa.f: Recognize a risk and a safety factor that can affect physical activity.
<p>PE.912.L.2.1 :</p>	<p>Demonstrate achievement and maintenance of a health-enhancing level of personal fitness by designing, implementing, self-assessing, and modifying a personal fitness program.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • PE.912.L.2.In.a: Demonstrate achievement and maintenance of a health-enhancing level of personal fitness by implementing, assessing, and modifying a personal fitness program. • PE.912.L.2.Su.a: Demonstrate achievement and maintenance of a health-enhancing level of personal fitness by implementing and modifying a personal fitness program in collaboration with a teacher. • PE.912.L.2.Pa.a: Demonstrate achievement and maintenance of a health-enhancing level of personal fitness by actively participating in and modifying a personal fitness program in collaboration with a teacher.
<p>PE.912.L.2.2 :</p>	<p>Demonstrate program planning skills by setting goals, devising strategies, and making timelines for a personal fitness program.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • PE.912.L.2.In.b: Select goals, identify strategies, and create a timeline for a personal physical activity plan. • PE.912.L.2.Su.b: Select goals, recognize strategies, and create a timeline for a personal physical activity plan. • PE.912.L.2.Pa.b: Select a goal and timeline for a personal physical activity plan.

<p><u>PE.912.L.2.3</u> :</p>	<p>Use a variety of resources including available technology to assess, design, and evaluate their personal physical activity plan. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: <u>Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>PE.912.L.2.In.c</u>: Use a variety of resources, including available technology, to design and assess their personal physical activity plan. • <u>PE.912.L.2.Su.c</u>: Use a variety of resources, including available technology, to assess a personal activity plan. • <u>PE.912.L.2.Pa.c</u>: Use resources, including available technology, to recognize the effect of a personal activity plan.
<p><u>PE.912.L.2.4</u> :</p>	<p>Apply the principles of training and conditioning in accordance with personal goals. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: <u>Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>PE.912.L.2.In.d</u>: Use the principles of training (overload, specificity, and progression) and conditioning (frequency, intensity, time, and type) in accordance with personal goals. • <u>PE.912.L.2.Su.d</u>: Use selected principles of training (overload, specificity, and progression) and conditioning (frequency, intensity, time, and type) in accordance with personal goals. • <u>PE.912.L.2.Pa.d</u>: Use a selected principle of training (overload, specificity, or progression) and conditioning (frequency, intensity, time, and type) in accordance with personal goals. <p>Remarks/Examples</p> <p>Some examples of training principles would be overload, specificity, and progression. Some examples of conditioning principles would be frequency, intensity, time, and type.</p>
<p><u>PE.912.L.2.5</u> :</p>	<p>Assess and evaluate the use of a variety of physical activities in developing a personal fitness program. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: <u>Develop and implement a personal fitness program to achieve and maintain a</u></p>

	<p>health-enhancing level of physical fitness.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • PE.912.L.2.In.e: Examine the use of a variety of physical activities in developing a personal fitness program. • PE.912.L.2.Su.e: Identify the use of a variety of physical activities in developing a personal fitness program. • PE.912.L.2.Pa.e: Recognize the use of a variety of physical activities in developing a personal fitness program.
<p>PE.912.L.2.6 :</p>	<p>Analyze health-related problems associated with inadequate levels of cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • PE.912.L.2.In.f: Examine health-related problems associated with inadequate levels of cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition. • PE.912.L.2.Su.f: Identify health-related problems associated with inadequate levels of cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition. • PE.912.L.2.Pa.f: Recognize health-related problems associated with inadequate levels of physical activity.
<p>PE.912.L.2.7 :</p>	<p>Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • PE.912.L.2.In.g: Examine how to make changes in an individual wellness plan as lifestyle changes occur. • PE.912.L.2.Su.g: Identify how to make changes in an individual wellness plan as lifestyle changes occur. • PE.912.L.2.Pa.g: Recognize changes in an individual wellness plan as

	lifestyle changes occur.
<p>PE.912.M.1.12 :</p>	<p>Select and perform complex movements using a variety of equipment which lead to improved or maintained muscular strength and endurance. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (aquatics, dance, extreme sports, fitness education, gymnastics, individual/dual sports, outdoor pursuits, self-defense, team sports).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • PE.912.M.1.In.I: Select and perform basic movements using a variety of equipment that leads to improved or maintained muscular strength and endurance. • PE.912.M.1.Su.I: Identify and perform basic movements using a variety of equipment that leads to improved or maintained muscular strength and endurance. • PE.912.M.1.Pa.I: Perform basic movements using a variety of equipment that leads to improved or maintained muscular strength and endurance. <p>Remarks/Examples</p> <p>An example is performing plyometrics.</p>
<p>PE.912.M.1.13 :</p>	<p>Perform a student designed cardiorespiratory enhancing workout. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (aquatics, dance, extreme sports, fitness education, gymnastics, individual/dual sports, outdoor pursuits, self-defense, team sports).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • PE.912.M.1.In.m: Identify correct exercises and perform a cardiorespiratory enhancing workout. • PE.912.M.1.Su.m: Recognize correct exercises and perform a cardiorespiratory enhancing workout. • PE.912.M.1.Pa.m: Perform a cardiorespiratory enhancing workout.
<p>PE.912.M.1.14 :</p>	<p>Utilize selected technology to assess, enhance, and maintain health and skill-related fitness levels. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (aquatics, dance, extreme sports, fitness education, gymnastics,</p>

	<p>individual/dual sports, outdoor pursuits, self-defense, team sports).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • PE.912.M.1.In.n: Use selected technology to develop, enhance, and maintain health and skill-related fitness levels. • PE.912.M.1.Su.n: Use selected technology to develop and maintain health and skill-related fitness levels. • PE.912.M.1.Pa.n: Use selected technology to develop health and skill-related fitness levels.
<p>PE.912.M.1.15 :</p>	<p>Select and apply sports/activity specific warm-up and cool-down techniques. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (aquatics, dance, extreme sports, fitness education, gymnastics, individual/dual sports, outdoor pursuits, self-defense, team sports).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • PE.912.M.1.In.o: Identify and use sports/activity specific warm-up and cool-down techniques. • PE.912.M.1.Su.o: Recognize and use activity specific warm-up and cool-down techniques. • PE.912.M.1.Pa.o: Perform an activity specific warm-up and cool-down technique.
<p>PE.912.M.1.16 :</p>	<p>Apply the principles of training and conditioning to accommodate individual needs and strengths. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (aquatics, dance, extreme sports, fitness education, gymnastics, individual/dual sports, outdoor pursuits, self-defense, team sports).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • PE.912.M.1.In.p: Use the principles of training (overload, specificity, and progression) and conditioning (frequency, intensity, time, and type) to accommodate individual needs and strengths. • PE.912.M.1.Su.p: Use selected principles of training (overload, specificity, or progression) and conditioning (frequency, intensity, time, and type) to accommodate individual needs and strengths. • PE.912.M.1.Pa.p: Use selected principles of training (overload, specificity, or progression) and conditioning (frequency, intensity, time, and type) to accommodate individual needs and strengths for selected

	<p>modified physical activities.</p> <p>Remarks/Examples</p> <p>Some examples of training principles would be overload, specificity, and progression. Some examples of conditioning principles would be frequency, intensity, time, and type.</p>
<p>PE.912.M.1.17 :</p>	<p>Demonstrate basic cardiopulmonary resuscitation (CPR) procedures. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (aquatics, dance, extreme sports, fitness education, gymnastics, individual/dual sports, outdoor pursuits, self-defense, team sports).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • PE.912.M.1.In.q: Perform basic cardiopulmonary resuscitation procedures. • PE.912.M.1.Su.q: Imitate basic cardiopulmonary resuscitation procedures. • PE.912.M.1.Pa.q: Perform guided basic emergency response procedures.
<p>PE.912.M.1.19 :</p>	<p>Use correct body alignment, strength, flexibility, and coordination in the performance of technical movements. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (aquatics, dance, extreme sports, fitness education, gymnastics, individual/dual sports, outdoor pursuits, self-defense, team sports).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • PE.912.M.1.In.s: Use correct body alignment, strength, and flexibility to perform technical movements in gymnastics. • PE.912.M.1.Su.s: Use strength and flexibility to perform technical movements in basic gymnastics. • PE.912.M.1.Pa.s: Use strength and flexibility to perform guided movements in basic gymnastics.
<p>PE.912.M.1.33 :</p>	<p>Practice complex motor activities in order to improve performance. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (aquatics, dance, extreme sports, fitness education, gymnastics,</p>

	<p>individual/dual sports, outdoor pursuits, self-defense, team sports).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • PE.912.M.1.In.ag: Practice motor activities in order to improve performance. • PE.912.M.1.Su.ag: Practice basic motor activities in order to improve performance. • PE.912.M.1.Pa.ag: Practice modified movement (motor) activities in order to improve performance.
<p>PE.912.M.1.34 :</p>	<p>Demonstrate use of the mechanical principles as they apply to specific course activities.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (aquatics, dance, extreme sports, fitness education, gymnastics, individual/dual sports, outdoor pursuits, self-defense, team sports).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • PE.912.M.1.In.ah: Use selected mechanical principles, such as balance, force, or leverage, as they apply to specific course activities. • PE.912.M.1.Su.ah: Use a mechanical principle, such as balance, force, or leverage, as it applies to selected course activities. • PE.912.M.1.Pa.ah: Use a mechanical principle, such as balance, force, or leverage, as it applies to selected, modified course activities. <p>Remarks/Examples</p> <hr/> <p>Some examples would be balance, force, and leverage.</p>
<p>PE.912.M.1.35 :</p>	<p>Select proper equipment and apply all appropriate safety procedures necessary for participation.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (aquatics, dance, extreme sports, fitness education, gymnastics, individual/dual sports, outdoor pursuits, self-defense, team sports).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • PE.912.M.1.In.ai: Identify proper equipment and demonstrate all safety procedures for participation. • PE.912.M.1.Su.ai: Recognize proper equipment and demonstrates all safety procedures for participation.

	<ul style="list-style-type: none"> • PE.912.M.1.Pa.ai: Perform all safety procedures for participation.
<p>PE.912.R.1.2 :</p>	<p>Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Exhibit responsible personal and social behavior that respects self and others in physical activity settings.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • PE.912.R.1.In.b: Identify strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities. • PE.912.R.1.Su.b: Recognize strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities. • PE.912.R.1.Pa.b: Participate cooperatively with persons of diverse backgrounds and abilities in a variety of physical activities.
<p>PE.912.R.1.3 :</p>	<p>Demonstrate responsible behaviors during physical activities. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Exhibit responsible personal and social behavior that respects self and others in physical activity settings.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • PE.912.R.1.In.c: Use responsible behaviors during physical activities, such as control emotions, resolve conflicts, respect opponents and officials, and accept both victory and defeat. • PE.912.R.1.Su.c: Use responsible behaviors during selected physical activities, such as control emotions, respect opponents and officials, and accept both victory and defeat. • PE.912.R.1.Pa.c: Use selected responsible behaviors during selected physical activities, such as control emotions and respect opponents and officials. <p>Remarks/Examples</p> <p>Some examples would be controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.</p>
<p>PE.912.R.1.4 :</p>	<p>Maintain appropriate personal, social, and ethical behavior while participating</p>

	<p>in a variety of physical activities. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Exhibit responsible personal and social behavior that respects self and others in physical activity settings.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • PE.912.R.1.In.d: Use appropriate personal, social, and ethical behavior while participating in a variety of physical activities. • PE.912.R.1.Su.d: Use appropriate personal and ethical behavior while participating in a variety of physical activities. • PE.912.R.1.Pa.d: Use appropriate personal behavior while participating in a variety of physical activities.
<p>PE.912.R.1.5 :</p>	<p>Demonstrate appropriate etiquette, care of equipment, respect for facilities, and safe behaviors while participating in a variety of physical activities. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Exhibit responsible personal and social behavior that respects self and others in physical activity settings.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • PE.912.R.1.In.e: Identify appropriate etiquette, care of equipment, respect for facilities, and safe behaviors while participating in a variety of physical activities. • PE.912.R.1.Su.e: Use appropriate etiquette, respect for facilities, and safe behaviors while participating in a variety of physical activities. • PE.912.R.1.Pa.e: Use appropriate etiquette and safe behaviors while participating in a variety of physical activities.
<p>PE.912.R.2.1 :</p>	<p>Select and participate in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • PE.912.R.2.In.a: Participate in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle. • PE.912.R.2.Su.a: Participate in selected physical activities outside of the school setting that contribute to personal enjoyment and the

	<p>attainment or maintenance of a healthy lifestyle.</p> <ul style="list-style-type: none"> • PE.912.R.2.Pa.a: Participate in modified physical activities outside of the school setting that contribute to personal enjoyment and maintenance of a healthy lifestyle.
<p>PE.912.R.2.2 :</p>	<p>Discuss physical activities from which benefits can be derived. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • PE.912.R.2.In.b: Describe physical activities from which physical, mental, emotional, and social benefits can be derived. • PE.912.R.2.Su.b: Identify physical activities from which physical, mental, emotional, and social benefits can be derived. • PE.912.R.2.Pa.b: Associate physical activities with selected benefits, such as physical, mental, emotional, or social. <p>Remarks/Examples</p> <p>Some examples of potential benefits would be physical, mental, emotional, and social.</p>
<p>PE.912.R.2.3 :</p>	<p>Explore the role of games, sports, and/or physical activities in other cultures. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • PE.912.R.2.In.c: Identify the role of games, sports, or physical activities in other cultures. • PE.912.R.2.Su.c: Recognize the role of games, sports, or physical activities in other cultures. • PE.912.R.2.Pa.c: Recognize a benefit of games, sports, or physical activities in other cultures.

RELATED GLOSSARY TERM DEFINITIONS (33)

Area:	The number of square units needed to cover a surface.
Chart:	A data display that presents information in columns and rows.
Equation:	A mathematical sentence stating that the two expressions have the same value. Also read the definition of equality.
Estimate:	Is an educated guess for an unknown quantity or outcome based on known information. An estimate in computation may be found by rounding, by using front-end digits, by clustering, or by using compatible numbers to compute.
Mean:	There are several statistical quantities called means, e.g., harmonic mean, arithmetic mean, and geometric mean. However, “mean” commonly refers to the arithmetic mean that is also called arithmetic average. Arithmetic mean is a mathematical representation of the typical value of a series of numbers, computed as the sum of all the numbers in the series divided by the count of all numbers in the series. Arithmetic mean is the balance point if the numbers are considered as weights on a beam.
Median:	When the numbers are arranged from least to greatest, the middle number of a set of numbers, or the mean of two middle numbers when the set has two middle numbers is called median. Half of the numbers are above the median and half are below it.
Point:	A specific location in space that has no discernable length or width.
Set:	A set is a finite or infinite collection of distinct objects in which order has no significance.
Square:	A rectangle with four congruent sides; also, a rhombus with four right angles.
Table:	A data display that organizes information about a topic into categories using rows and columns.
Width:	The shorter length of a two-dimensional figure. The width of a box is the horizontal distance from side to side (usually defined to be greater than the depth, the horizontal distance from front to back).
agility:	A skill-related component of fitness. The body's ability to change directions quickly while maintaining control.
balance:	A skill-related component of fitness. The ability to maintain equilibrium while moving or standing still.

body composition:	A health-related component of fitness. The ratio of fat mass to lean mass in the body.
cardiorespiratory endurance:	A health-related component of fitness. Of or relating to both the heart and the lungs and their functions as it relates to the delivery of oxygen throughout the body.
coordination:	A skill-related component of fitness. The ability to control body parts while performing movement skills smoothly and accurately.
etiquette:	The forms and practices prescribed by social convention or by authority.
flexibility:	A health-related component of fitness. The range of motion available at a given joint of the body.
health-related fitness:	Physical fitness primarily associated with disease prevention and functional health throughout life. Health-related fitness consists of five components: cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition.
mechanical principles:	Principles dealing with the action of forces on objects (e.g., levers, balance, force).
muscular endurance:	A health-related component of fitness. The ability of the muscles to perform without fatigue over an extended period of time.
muscular strength:	A health-related component of fitness. The maximum force exerted when contracting muscles a single time.
MVPA :	Moderate to vigorous physical activity. It is sustained, repetitive, large-muscle activities (e.g., speed walking, running, cycling) performed at least at a medium level of intensity.
overload:	A training principle. The body must be worked harder than normal in order to improve the fitness level.
physical activity:	Any fitness, sports, or recreational activity involving movement of the body that is produced through muscle contraction that increases energy expenditure.
physical education:	A planned, sequential curriculum by which students learn to develop and maintain a healthy lifestyle. It includes cognitive, affective, and psychomotor aspects of physical activity, goal setting, proper nutrition, and formal assessment.
power:	A skill-related component of fitness. The ability to move body parts swiftly while applying maximum force to the muscles.

progression:	A training principle. Starting an exercise program slowly and gradually increasing the intensity and duration in order to safely experience improvement.
reaction time:	A skill-related component of fitness. The ability to react or respond quickly to what you hear, see, or feel.
specificity:	A training principle. Improvements in personal fitness will occur in the particular muscles that you overload during physical activity or exercise.
speed:	Amount of distance traveled divided by time taken to travel; the time-rate at which any physical process takes place.
strategies:	Competitive decisions by individuals and/or a team about the overall play of the game in order to gain advantage over the opponent; an overall plan of attack.
technology:	Human innovation in action that involves the generation of knowledge and processes to develop systems that solve problems and extend human capabilities (e.g., stop watches, pedometers, heart rate monitors, computers, digital cameras).



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Course: Specially Designed Physical Education-7915010

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BASIC INFORMATION

Course Title:	Specially Designed Physical Education
Course Number:	7915010
Course Abbreviated Title:	SPECI DESIGN PE
Course Path:	Section: Exceptional Student Education Grade Group: Senior High and Adult Subject: Miscellaneous
Number of Credits:	Multiple Credit (more than 1 credit)
Status:	State Board Approved
Version Description:	<p>A. Major Concepts/Content. The purpose of this course is to provide experience and opportunities for students with disabilities to develop motor skills and to participate in various physical activities that may be modified to meet individual needs.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none">- team sports- independent sports- recreational sports- motor development- physical fitness <p>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:</p>

	<p>CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.</p> <p>CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.</p> <p>CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.</p> <p>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.</p> <p>This course is designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired postschool outcomes for adult living and employment specified in the Transition Individual Educational Plan.</p> <p>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.</p> <p>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.</p>
<p>Verion Requirements:</p>	<p>C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the State Standards for Special</p>

Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the State Standards for Special Diploma.

After successfully completing this course, the student will:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

IF.B.2.Pa.2 participate in responding appropriately to unexpected events and potentially harmful situations—with assistance.

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

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



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Course: Life Skills Math: 9-12- 7912340

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BASIC INFORMATION

Course Title:	Life Skills Math: 9-12
Course Number:	7912340
Course Abbreviated Title:	LIF SKLS MA: 9-12
Course Path:	Section: Exceptional Student Education Grade Group: Senior High and Adult Subject: Academics - Subject Areas
Number of Credits:	Multiple Credit (more than 1 credit)
Status:	State Board Approved
Version Description:	<p>A. Major Concepts/Content. The purpose of this course is to develop the fundamental mathematics skills to enable students with disabilities who are functioning at independent and supported levels to prepare to participate effectively in postschool adult living and in the world of work.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none">- numeration- measurement- money- time- computational skills- geometry- applications in personal life- applications in the workplace <p>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.</p>

	<p>Students with disabilities shall:</p> <p>CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.</p> <p>CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.</p> <p>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.</p> <p>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.</p> <p>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 postschool outcomes for adult living and employment specified in the Transition Individual Educational Plan.</p> <p>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.</p>
<p>Verion Requirements:</p>	<p>C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the State Standards for Special</p>

Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Use whole numbers and common fractions and decimals in situations related to personal life and the workplace.

CL.B.3.In.1 identify mathematical concepts and processes to solve problems.

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

CL.B.3.Su.1 identify mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

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

2. Add and subtract whole numbers and decimals to solve problems related to personal life and the workplace.

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

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

3. Use a calculator to multiply and divide whole numbers to solve problems related to personal life and the workplace.

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

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

4. Use measurement concepts and tools involving length, weight, and volume to solve problems related to personal life and the workplace.

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

CL.B.3.Su.2 apply mathematical concepts and processes needed to

accomplish functional tasks—with guidance and support.

5. Use measurement concepts involving time, temperature, and money to solve problems related to personal life and the workplace.

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

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

6. Demonstrate knowledge of skills and concepts involved in personal money management (e.g., budgets, banking, salaries, credit, taxes).

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

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

7. Use basic concepts of geometry and spatial relationships in situations related to personal life and the workplace (e.g., room layout, use of models, maps).

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

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

8. Apply appropriate mathematical problem-solving strategies in situations related to personal life and the workplace (e.g., estimation, rounding, checking for accuracy, using electronic devices).

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

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

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

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

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

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

9. Interpret simple bar graphs and tables in situations related to personal life and the workplace.

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

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

10. Use calculators and other electronic tools to assist with computation.

CL.C.2.In.2 use appropriate technology and equipment to complete tasks in the workplace.

CL.C.2.Su.2 use appropriate technology and equipment to complete tasks in the workplace—with guidance and support.



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Course: Fundamental Explorations in Mathematics 2- 7912115

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BASIC INFORMATION

Course Title:	Fundamental Explorations in Mathematics 2
Course Number:	7912115
Course Abbreviated Title:	FUND EXPLORS IN MATH 2
Course Path:	Section: Exceptional Student Education Grade Group: Senior High and Adult Subject: Academics - Subject Areas
Number of Credits:	One credit (1)
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
Version Description:	<p>Graduation Requirements: <i>Fundamental courses are academic skill-building courses which support a student's participation in general education classes by allowing them more time to build the necessary skills for success. Students with disabilities may earn elective credit towards a standard diploma for the successful completion of a fundamental course.</i></p> <p><i>A student for which the IEP Team has determined the general education curriculum with accommodations and supports is not appropriate but is ineligible to participate in access courses may take fundamental courses to earn credit towards a special diploma, in accordance with the district's student progression plan. These courses are appropriate for these students as general education courses may not be modified for this purpose.</i></p>

STANDARDS (34)

<u>LACC.910.RST.1.3:</u>	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
<u>LACC.910.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<u>LACC.910.RST.3.7:</u>	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
<u>LACC.910.WHST.1.1:</u>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none">Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.Provide a concluding statement or section that follows from or supports the argument presented.
<u>LACC.910.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LACC.910.WHST.3.9:</u>	Draw evidence from informational texts to support analysis,

	reflection, and research.
<u>MACC.7.EE.1.1:</u>	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
<u>MACC.7.EE.1.2:</u>	Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. <i>For example, $a + 0.05a = 1.05a$ means that “increase by 5%” is the same as “multiply by 1.05.”</i>
<u>MACC.8.F.1.1:</u>	Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.
<u>MACC.8.G.1.1:</u>	Verify experimentally the properties of rotations, reflections, and translations: <ul style="list-style-type: none"> a. Lines are taken to lines, and line segments to line segments of the same length. b. Angles are taken to angles of the same measure. c. Parallel lines are taken to parallel lines.
<u>MACC.7.EE.2.3:</u>	<p>Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. <i>For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.</i></p> <p>Remarks/Examples</p> <p>Fluency Expectations or Examples of Culminating Standards</p> <p>Students solve multistep problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. This work is the culmination of many progressions of learning in arithmetic, problem solving and</p>

	<p>mathematical practices.</p> <p>Examples of Opportunities for In-Depth Focus</p> <p>This is a major capstone standard for arithmetic and its applications.</p> <p>applications.</p>
<p>MACC.7.EE.2.4:</p>	<p>Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</p> <p>a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. <i>For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?</i></p> <p>b. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. <i>For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.</i></p> <p>Remarks/Examples</p> <p>Fluency Expectations or Examples of Culminating Standards</p> <p>In solving word problems leading to one-variable equations of the form $px + q = r$ and $p(x + q) = r$, students solve the equations fluently. This will require fluency with rational number arithmetic (7.NS.1.1–1.3), as well as fluency to some extent with applying properties operations to rewrite linear expressions with rational coefficients (7.EE.1.1).</p> <p>Examples of Opportunities for In-Depth Focus</p> <p>Work toward meeting this standard builds on the work that led to</p>

	<p>meeting 6.EE.2.7 and prepares students for the work that will lead to meeting 8.EE.3.7.</p>
<p><u>MACC.7.G.2.4:</u></p>	<p>Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.</p>
<p><u>MACC.7.G.2.6:</u></p>	<p>Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.</p> <p>Remarks/Examples</p> <p>Examples of Opportunities for In-Depth Focus</p> <p>Work toward meeting this standard draws together grades 3–6 work with geometric measurement.</p>
<p><u>MACC.7.NS.1.1:</u></p>	<p>Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</p> <ol style="list-style-type: none"> Describe situations in which opposite quantities combine to make 0. <i>For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.</i> Understand $p + q$ as the number located a distance q from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts. Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts. Apply properties of operations as strategies to add and subtract rational numbers. <p>Remarks/Examples</p> <p>Fluency Expectations or Examples of Culminating Standards</p>

	<p>Adding, subtracting, multiplying, and dividing rational numbers is the culmination of numerical work with the four basic operations. The number system will continue to develop in grade 8, expanding to become the real numbers by the introduction of irrational numbers, and will develop further in high school, expanding to become the complex numbers with the introduction of imaginary numbers. Because there are no specific standards for rational number arithmetic in later grades and because so much other work in grade 7 depends on rational number arithmetic, fluency with rational number arithmetic should be the goal in grade 7.</p>
<p><u>MACC.7.NS.1.2:</u></p>	<p>Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <ol style="list-style-type: none"> a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts. b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts. c. Apply properties of operations as strategies to multiply and divide rational numbers. d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats. <p>Remarks/Examples</p> <p>Fluency Expectations or Examples of Culminating Standards</p> <p>Adding, subtracting, multiplying, and dividing rational numbers is the culmination of numerical work with the four basic operations. The number system will continue to develop in grade 8, expanding to become the real numbers by the introduction of irrational numbers, and will develop further in high school, expanding to</p>

	<p>become the complex numbers with the introduction of imaginary numbers. Because there are no specific standards for rational number arithmetic in later grades and because so much other work in grade 7 depends on rational number arithmetic, fluency with rational number arithmetic should be the goal in grade 7.</p>
<p><u>MACC.7.RP.1.1:</u></p>	<p>Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. <i>For example, if a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $\frac{1/2}{1/4}$ miles per hour, equivalently 2 miles per hour.</i></p>
<p><u>MACC.7.RP.1.2:</u></p>	<p>Recognize and represent proportional relationships between quantities.</p> <ol style="list-style-type: none"> Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. Represent proportional relationships by equations. <i>For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as $t = pn$.</i> Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate. <p>Remarks/Examples</p> <p>Examples of Opportunities for In-Depth Focus</p> <p>Students in grade 7 grow in their ability to recognize, represent, and analyze proportional relationships in various ways, including by using tables, graphs, and equations.</p>
<p><u>MACC.7.RP.1.3:</u></p>	<p>Use proportional relationships to solve multistep ratio and percent</p>

	<p>problems. <i>Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</i></p>
<p><u>MACC.8.EE.1.1:</u></p>	<p>Know and apply the properties of integer exponents to generate equivalent numerical expressions. <i>For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$</i></p>
<p><u>MACC.8.EE.1.2:</u></p>	<p>Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.</p>
<p><u>MACC.8.EE.2.5:</u></p>	<p>Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. <i>For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.</i></p> <p>Remarks/Examples</p> <p>Examples of Opportunities for In-Depth Focus</p> <p>When students work toward meeting this standard, they build on grades 6–7 work with proportions and position themselves for grade 8 work with functions and the equation of a line.</p>
<p><u>MACC.8.EE.3.8:</u></p>	<p>Analyze and solve pairs of simultaneous linear equations.</p> <ol style="list-style-type: none"> Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. <i>For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6.</i> Solve real-world and mathematical problems leading to two linear equations in two variables. <i>For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through</i>

	<p><i>the second pair.</i></p> <p>Remarks/Examples</p> <p>Examples of Opportunities for In-Depth Focus</p> <p>When students work toward meeting this standard, they build on what they know about two-variable linear equations, and they enlarge the varieties of real-world and mathematical problems they can solve.</p>
<p>MACC.8.G.1.3:</p>	<p>Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.</p>
<p>MACC.8.G.2.7:</p>	<p>Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.</p> <p>Remarks/Examples</p> <p>Examples of Opportunities for In-Depth Focus</p> <p>The Pythagorean theorem is useful in practical problems, relates to grade-level work in irrational numbers and plays an important role mathematically in coordinate geometry in high school.</p>
<p>MACC.8.NS.1.1:</p>	<p>Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.</p>
<p>MACC.K12.MP.1.1:</p>	<p>Make sense of problems and persevere in solving them.</p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution.</p>

	<p>They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p>
<p>MACC.K12.MP.2.1:</p>	<p>Reason abstractly and quantitatively.</p> <p>Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.</p>
<p>MACC.K12.MP.3.1:</p>	<p>Construct viable arguments and critique the reasoning of others.</p> <p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their</p>

	<p>conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p>
<p><u>MACC.K12.MP.4.1:</u></p>	<p>Model with mathematics.</p> <p>Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.</p>
<p><u>MACC.K12.MP.5.1:</u></p>	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil</p>

	<p>and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p>
<p>MACC.K12.MP.6.1:</p>	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>
<p>MACC.K12.MP.7.1:</p>	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well</p>

	<p>remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p>
<p><u>MACC.K12.MP.8.1:</u></p>	<p>Look for and express regularity in repeated reasoning.</p> <p>Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.</p>



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	<p>express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. <i>For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.</i></p>
<p><u>MACC.6.G.1.1:</u></p>	<p>Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.</p>
<p><u>MACC.6.G.1.2:</u></p>	<p>Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = l w h$ and $V = b h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.</p>
<p><u>MACC.6.NS.1.1:</u></p>	<p>Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. <i>For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.) How much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $3/4$-cup servings are in $2/3$ of a cup of yogurt? How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi?</i></p> <p>Remarks/Examples</p> <p>Examples of Opportunities for In-Depth Focus</p> <p>This is a culminating standard for extending multiplication and division to fractions.</p> <p>Fluency Expectations or Examples of Culminating Standards</p> <p>Students interpret and compute quotients of fractions and solve</p>

	<p>word problems involving division of fractions by fractions. This completes the extension of operations to fractions.</p>
MACC.6.NS.2.2:	<p>Fluently divide multi-digit numbers using the standard algorithm.</p> <p>Remarks/Examples</p> <p>Fluency Expectations or Examples of Culminating Standards</p> <p>Students fluently divide multidigit numbers using the standard algorithm. This is the culminating standard for several years' worth of work with division of whole numbers.</p>
MACC.6.NS.2.3:	<p>Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.</p> <p>Remarks/Examples</p> <p>Fluency Expectations or Examples of Culminating Standards</p> <p>Students fluently add, subtract, multiply, and divide multidigit decimals using the standard algorithm for each operation. This is the culminating standard for several years' worth of work relating to the domains of Number and Operations in Base Ten, Operations and Algebraic Thinking, and Number and Operations — Fractions.</p>
MACC.6.NS.2.4:	<p>Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. <i>For example, express $36 + 8$ as $4(9 + 2)$.</i></p>
MACC.6.NS.3.5:	<p>Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.</p>
MACC.6.NS.3.6:	<p>Understand a rational number as a point on the number line. Extend</p>

	<p>number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</p> <ol style="list-style-type: none"> Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.
<p><u>MACC.6.NS.3.7:</u></p>	<p>Understand ordering and absolute value of rational numbers.</p> <ol style="list-style-type: none"> Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. <i>For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right.</i> Write, interpret, and explain statements of order for rational numbers in real-world contexts. <i>For example, write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express the fact that -3°C is warmer than -7°C.</i> Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. <i>For example, for an account balance of -30 dollars, write $-30 = 30$ to describe the size of the debt in dollars.</i> Distinguish comparisons of absolute value from statements about order. <i>For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.</i>
<p><u>MACC.6.NS.3.8:</u></p>	<p>Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates</p>

	<p>and absolute value to find distances between points with the same first coordinate or the same second coordinate.</p> <p>Remarks/Examples</p> <p>Examples of Opportunities for In-Depth Focus</p> <p>When students work with rational numbers in the coordinate plane to solve problems, they combine and consolidate elements from the other standards in this cluster.</p>
<p><u>MACC.6.RP.1.1:</u></p>	<p>Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. <i>For example, “The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.” “For every vote candidate A received, candidate C received nearly three votes.”</i></p>
<p><u>MACC.6.RP.1.2:</u></p>	<p>Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. <i>For example, “This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar.” “We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger.”</i></p>
<p><u>MACC.6.RP.1.3:</u></p>	<p>Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.</p> <ol style="list-style-type: none"> a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. b. Solve unit rate problems including those involving unit pricing and constant speed. <i>For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?</i> c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means $30/100$ times the quantity); solve problems involving finding the whole, given a part and the percent. d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

	<p>Remarks/Examples</p> <p>Examples of Opportunities for In-Depth Focus</p> <p>When students work toward meeting this standard, they use a range of reasoning and representations to analyze proportional relationships.</p>
<p><u>MACC.6.SP.1.1:</u></p>	<p>Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. <i>For example, “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages.</i></p>
<p><u>MACC.6.SP.1.2:</u></p>	<p>Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.</p>
<p><u>MACC.6.SP.2.5:</u></p>	<p>Summarize numerical data sets in relation to their context, such as by:</p> <ol style="list-style-type: none"> a. Reporting the number of observations. b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.
<p><u>MACC.K12.MP.1.1:</u></p>	<p>Make sense of problems and persevere in solving them.</p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler</p>

	<p>forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p>
<p><u>MACC.K12.MP.2.1:</u></p>	<p>Reason abstractly and quantitatively.</p> <p>Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.</p>
<p><u>MACC.K12.MP.3.1:</u></p>	<p>Construct viable arguments and critique the reasoning of others.</p> <p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and</p>

	<p>can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p>
<p><u>MACC.K12.MP.4.1:</u></p>	<p>Model with mathematics.</p> <p>Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.</p>
<p><u>MACC.K12.MP.5.1:</u></p>	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when</p>

	<p>solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p>
<p><u>MACC.K12.MP.6.1:</u></p>	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>
<p><u>MACC.K12.MP.7.1:</u></p>	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the</p>

shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .

MACC.K12.MP.8.1:

Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.



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Course: Fundamental Consumer Mathematics-7912105

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BASIC INFORMATION

Course Title:	Fundamental Consumer Mathematics
Course Number:	7912105
Course Abbreviated Title:	FUND CONSUMER MATH
Course Path:	Section: Exceptional Student Education Grade Group: Senior High and Adult Subject: Academics - Subject Areas
Number of Credits:	One credit (1)
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
Version Description:	<p>Graduation Requirements: <i>Fundamental courses are academic skill-building courses which support a student's participation in general education classes by allowing them more time to build the necessary skills for success. Students with disabilities may earn elective credit towards a standard diploma for the successful completion of a fundamental course.</i></p> <p><i>A student for which the IEP Team has determined the general education curriculum with accommodations and supports is not appropriate but is ineligible to participate in access courses may take fundamental courses to earn credit towards a special diploma, in accordance with the district's student progression plan. These courses are appropriate for these students as general education courses may not be modified for this purpose.</i></p>

STANDARDS (32)

<u>LACC.910.RST.1.3:</u>	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
<u>LACC.910.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<u>LACC.910.RST.3.7:</u>	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
<u>LACC.910.WHST.1.1:</u>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none">a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.e. Provide a concluding statement or section that follows from or supports the argument presented.
<u>LACC.910.WHST.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LACC.910.WHST.3.9:</u>	Draw evidence from informational texts to support analysis,

	reflection, and research.
<u>MA.912.F.1.1:</u>	<p>Explain the difference between simple and compound interest. Remarks/Examples</p> <p>Example: Compare the similarities and differences for calculating the final amount of money in your savings account based on simple interest or compound interest.</p>
<u>MA.912.F.1.2:</u>	<p>Solve problems involving compound interest. Remarks/Examples</p> <p>Example: Find the amount of money on deposit at the end of 5 years if you started with \$500 and it was compounded quarterly at 6 % interest. Example: Joe won \$25,000 in the lottery. How many years will it take at 6% interest compounded yearly for his money to double?</p>
<u>MA.912.F.1.3:</u>	<p>Demonstrate the relationship between simple interest and linear growth. Remarks/Examples</p> <p>Example: Find the account balance at the end of each month for a 5 month span for \$1500 @ 3 % interest based on simple interest for 1 year. Graph this scenario and explain if this is a linear or exponential problem.</p>
<u>MA.912.F.1.4:</u>	<p>Demonstrate the relationship between compound interest and exponential growth. Remarks/Examples</p> <p>Example: Using an exponential function, find the account balance at the end of 4 years if you deposited \$1300 in an account paying 3.5% interest compounded annually. Graph the scenario.</p>
<u>MA.912.F.3.1:</u>	<p>Compare the advantages and disadvantages of using cash versus a credit card. Remarks/Examples</p> <p>Example: Compare paying for a tank of gasoline in cash or paying with a credit card over a period of time.</p>
<u>MA.912.F.3.2:</u>	Analyze credit scores and reports.

	<p>Remarks/Examples</p> <p>Example: Explain how each of the following categories affects a credit score: 1) past payment history, 2) amount of debt, 3) public records information, 4) length of credit history, and 5) the number of recent credit inquiries.</p>
<p>MA.912.F.3.3:</p>	<p>Calculate the finance charges and total amount due on a credit card bill.</p> <p>Remarks/Examples</p> <p>Example: Calculate the finance charge each month and the total amount paid for 5 months if you charged \$500 on your credit card but you can only afford to pay \$100 each month. Your credit card has a monthly periodic finance rate of .688% and an annual finance rate of 8.9%.</p>
<p>MA.912.F.3.4:</p>	<p>Compare the advantages and disadvantages of deferred payments.</p> <p>Remarks/Examples</p> <p>Example: Compare paying on a college loan between a Stafford loan or a PLUS loan two years after graduation</p>
<p>MA.912.F.3.5:</p>	<p>Calculate deferred payments.</p> <p>Remarks/Examples</p> <p>Example: You want to buy a sofa that cost \$899. Company A will let you pay \$100 down and then pay the remaining amount over 3 years at 22% interest. Company B will not make you pay a down payment and they will defer payments for one year. However, you will accrue interest at a rate of 20 % interest during that first year. Starting the second year you will have to pay the new amount for 2 years at a rate of 26 % interest. Which deal is better and why? Calculate the total amount paid for both deals. Example: An electronics company advertises that you don't have to pay anything for 2 years. If you bought a big screen TV for \$2999 on January 1st what would your balance be two years later if you haven't made any payments assuming an interest rate of 23.99%? What would your monthly payments be to pay the TV off in 2 years? What did the TV really cost you?</p>
<p>MA.912.F.3.9:</p>	<p>Calculate the total amount to be paid over the life of a fixed rate loan.</p>

	<p>Remarks/Examples</p> <p>Example: Calculate the total amount to be paid for a \$275,000 loan at 5.75% interest over 30 years</p>
<p><u>MA.912.F.4.1:</u></p>	<p>Develop personal budgets that fit within various income brackets.</p> <p>Remarks/Examples</p> <p>Example: Develop a budget worksheet that includes typical expenses such as housing, transportation, utilities, food, medical expenses, and miscellaneous expenses. Add categories for savings toward your own financial goals, and determine the monthly income needed, before taxes, to meet the requirements of your budget.</p>
<p><u>MA.912.F.4.2:</u></p>	<p>Explain cash management strategies including debit accounts, checking accounts, and savings accounts.</p> <p>Remarks/Examples</p> <p>Example: Explain the difference between a checking account and a savings account. Why might you want to have both types of accounts? Why might you want to have only one or the other type? Why is it rare to find someone who has a savings account but no checking account?</p>
<p><u>MA.912.F.4.3:</u></p>	<p>Calculate net worth.</p> <p>Remarks/Examples</p> <p>Example: Jose is trying to prepare a balance sheet for the end of the year. His balances and details for the year are given in the table below. Write a balance sheet of Jose's liabilities and assets, and compute his net worth.</p>
<p><u>MA.912.F.4.4:</u></p>	<p>Establish a plan to pay off debt.</p> <p>Remarks/Examples</p> <p>Example: Suppose you currently have a balance of \$4500 on a credit card that charges 18% annual interest. What monthly payment would you have to make in order to pay off the card in 3 years, assuming you do not make any more charges to the card?</p>
<p><u>MA.912.F.4.5:</u></p>	<p>Develop and apply a variety of strategies to use tax tables, and to determine, calculate, and complete yearly federal income tax.</p>

	<p>Remarks/Examples</p> <p>Example: Suppose that Joe had income of \$40,000 in 2005, and had various deductions totaling \$6,240. If Joe filed as a single person, how much income tax did he have to pay that year?</p>
<u>MA.912.F.4.6:</u>	Compare different insurance options and fees.
<u>MA.912.F.4.7:</u>	<p>Compare and contrast the role of insurance as a device to mitigate risk and calculate expenses of various options.</p> <p>Remarks/Examples</p> <p>Example: Explain why a person might choose to buy life insurance. Are there any circumstances under which one might not want life insurance?</p>
<u>MA.912.F.4.8:</u>	<p>Collect, organize, and interpret data to determine an effective retirement savings plan to meet personal financial goals.</p> <p>Remarks/Examples</p> <p>Example: Investigate historical rates of return for stocks, bonds, savings accounts, mutual funds, as well as the relative risks for each type of investment. Organize your results in a table showing the relative returns and risks of each type of investment over short and long terms, and use these data to determine a combination of investments suitable for building a retirement account sufficient to meet anticipated financial needs.</p>
<u>MACC.K12.MP.1.1:</u>	<p>Make sense of problems and persevere in solving them.</p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and</p>

	<p>graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p>
<p><u>MACC.K12.MP.2.1:</u></p>	<p>Reason abstractly and quantitatively.</p> <p>Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.</p>
<p><u>MACC.K12.MP.3.1:</u></p>	<p>Construct viable arguments and critique the reasoning of others.</p> <p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is</p>

	<p>a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p>
<p><u>MACC.K12.MP.4.1:</u></p>	<p>Model with mathematics.</p> <p>Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.</p>
<p><u>MACC.K12.MP.5.1:</u></p>	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For</p>

	<p>example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p>
<p><u>MACC.K12.MP.6.1:</u></p>	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>
<p><u>MACC.K12.MP.7.1:</u></p>	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see</p>

	<p>complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p>
<p><u>MACC.K12.MP.8.1:</u></p>	<p>Look for and express regularity in repeated reasoning.</p> <p>Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.</p>

RELATED GLOSSARY TERM DEFINITIONS (8)

<p>Compound Interest:</p>	<p>A method of computing interest in which interest is computed from the up-to-date balance. That is, interest is earned on the interest and not just on original balance.</p>
<p>Difference:</p>	<p>A number that is the result of subtraction</p>
<p>Length:</p>	<p>A one-dimensional measure that is the measurable property of line segments.</p>

Net:	A two-dimensional diagram that can be folded or made into a three-dimensional figure.
Rate:	A ratio that compares two quantities of different units.
Similarity:	A term describing figures that are the same shape but are not necessarily the same size or in the same position.
Table:	A data display that organizes information about a topic into categories using rows and columns.
Exponential Function:	A function of the form $y = ab^{cx+d} + e$, where a, b, c, d, e, x are real numbers, a, b, c are nonzero, $b \neq 1$, and $b > 0$.



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Course: Fundamental Mathematics Skills-7912100

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BASIC INFORMATION

Course Title:	Fundamental Mathematics Skills
Course Number:	7912100
Course Abbreviated Title:	FUND MATH SKLS
Course Path:	Section: Exceptional Student Education Grade Group: Senior High and Adult Subject: Academics - Subject Areas
Number of Credits:	One credit (1)
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
Version Description:	<p>Graduation Requirements: <i>Fundamental courses are academic skill-building courses which support a student's participation in general education classes by allowing them more time to build the necessary skills for success. Students with disabilities may earn elective credit towards a standard diploma for the successful completion of a fundamental course.</i></p> <p><i>A student for which the IEP Team has determined the general education curriculum with accommodations and supports is not appropriate but is ineligible to participate in access courses may take fundamental courses to earn credit towards a special diploma, in accordance with the district's student progression plan. These courses are appropriate for these students as general education courses may not be modified for this purpose.</i></p> <p>The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The</p>

	critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using functions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.
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STANDARDS (40)

<u>LACC.910.RST.1.3:</u>	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
<u>LACC.910.RST.2.4:</u>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
<u>LACC.910.RST.3.7:</u>	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
<u>LACC.910.WHST.1.1:</u>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

	<p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>
<p><u>LACC.910.WHST.2.4:</u></p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p><u>LACC.910.WHST.3.9:</u></p>	<p>Draw evidence from informational texts to support analysis, reflection, and research.</p>
<p><u>MACC.912.A-CED.1.1:</u></p>	<p>Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</i></p> <p>Remarks/Examples</p> <p>Algebra 1, Unit 1: Limit A.CED.1 and A.CED.2 to linear and exponential equations, and, in the case of exponential equations, limit to situations requiring evaluation of exponential functions at integer inputs.</p> <p>Algebra 1, Unit 4: Extend work on linear and exponential equations in Unit 1 to quadratic equations.</p> <p>Algebra 1 Assessment Limits and Clarifications</p> <p>i) Tasks are limited to linear, quadratic, or exponential equations with integer exponents.</p> <p>Algebra 2 Assessment Limits and Clarifications</p> <p>i) Tasks are limited to exponential equations with rational or real exponents and rational functions.</p> <p>ii) Tasks have a real-world context.</p>
<p><u>MACC.912.A-CED.1.2:</u></p>	<p>Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels</p>

	<p>and scales.</p> <p>Remarks/Examples</p> <p>Algebra 1, Unit 1: Limit A.CED.1 and A.CED.2 to linear and exponential equations, and, in the case of exponential equations, limit to situations requiring evaluation of exponential functions at integer inputs.</p> <p>Algebra 1, Unit 4: Extend work on linear and exponential equations in Unit 1 to quadratic equations.</p>
<p>MACC.912.A-CED.1.3:</p>	<p>Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. <i>For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</i></p> <p>Remarks/Examples</p> <p>Algebra 1, Unit 1: Limit A.CED.3 to linear equations and inequalities.</p>
<p>MACC.912.A-CED.1.4:</p>	<p>Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. <i>For example, rearrange Ohm's law $V = IR$ to highlight resistance R.</i></p> <p>Remarks/Examples</p> <p>Algebra 1, Unit 1: Limit A.CED.4 to formulas which are linear in the variable of interest.</p> <p>Algebra 1, Unit 4: Extend A.CED.4 to formulas involving squared variables.</p>
<p>MACC.912.A-REI.1.1:</p>	<p>Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.</p> <p>Remarks/Examples</p> <p>Algebra 1, Unit 1: Students should focus on and master A.REI.1 for linear equations and be able to extend and apply their reasoning to other types of equations in future courses. Students will solve exponential equations with logarithms in Algebra II.</p>

	<p>Algebra 1 Assessment Limits and Clarification</p> <p>i) Tasks are limited to quadratic equations.</p> <p>Algebra 2 Assessment Limits and Clarification</p> <p>i) Tasks are limited to simple rational or radical equations.</p>
<p><u>MACC.912.A-REI.2.3:</u></p>	<p>Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.</p> <p>Remarks/Examples</p> <p>Algebra 1, Unit 1: Extend earlier work with solving linear equations to solving linear inequalities in one variable and to solving literal equations that are linear in the variable being solved for. Include simple exponential equations that rely only on application of the laws of exponents, such as $5^x=125$ or $2^x=1/16$</p> <p>Algebra 1 Assessment Limits and Clarifications</p> <p>i) Tasks do not require students to write solutions for quadratic equations that have roots with nonzero imaginary parts. However, tasks can require the student to recognize cases in which a quadratic equation has no real solutions.</p> <p>Note, solving a quadratic equation by factoring relies on the connection between zeros and factors of polynomials (cluster A-APR.B). Cluster A-APR.B is formally assessed in A2.</p> <p>Algebra 2 Assessment Limits and Clarifications</p> <p>i) In the case of equations that have roots with nonzero imaginary parts, students write the solutions as $a \pm bi$ for real numbers a and b.</p>
<p><u>MACC.912.A-REI.3.5:</u></p>	<p>Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.</p>

	<p>Remarks/Examples</p> <p>Algebra 1, Unit 2: Build on student experiences graphing and solving systems of linear equations from middle school to focus on justification of the methods used. Include cases where the two equations describe the same line (yielding infinitely many solutions) and cases where two equations describe parallel lines (yielding no solution); connect to GPE.5 when it is taught in Geometry, which requires students to prove the slope criteria for parallel lines.</p>
<p>MACC.912.A-REI.3.6:</p>	<p>Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.</p> <p>Remarks/Examples</p> <p>Algebra 1, Unit 2: Build on student experiences graphing and solving systems of linear equations from middle school to focus on justification of the methods used. Include cases where the two equations describe the same line (yielding infinitely many solutions) and cases where two equations describe parallel lines (yielding no solution); connect to GPE.5 when it is taught in Geometry, which requires students to prove the slope criteria for parallel lines.</p> <p>Algebra 1 Assessment Limits and Clarifications</p> <p>i) Tasks have a real-world context.</p> <p>ii) Tasks have hallmarks of modeling as a mathematical practice (less defined tasks, more of the modeling cycle, etc.).</p> <p>Note, solving a quadratic equation by factoring relies on the connection between zeros and factors of polynomials (cluster A-APR.B). Cluster A-APR.B is formally assessed in A2.</p> <p>Algebra 2 Assessment Limits and Clarifications</p> <p>i) Tasks are limited to 3x3 systems.</p>
<p>MACC.912.A-REI.4.10:</p>	<p>Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a</p>

	<p>curve (which could be a line).</p> <p>Remarks/Examples</p> <p>Algebra 1, Unit 2: For A.REI.10, focus on linear and exponential equations and be able to adapt and apply that learning to other types of equations in future courses.</p>
<p>MACC.912.A-REI.4.11:</p>	<p>Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.</p> <p>Remarks/Examples</p> <p>Algebra 1, Unit 2: For A.REI.11, focus on cases where $f(x)$ and $g(x)$ are linear or exponential.</p> <p>Algebra 1 Assessment Limits and Clarifications</p> <p>i) Tasks that assess conceptual understanding of the indicated concept may involve any of the function types mentioned in the standard except exponential and logarithmic functions.</p> <p>ii) Finding the solutions approximately is limited to cases where $f(x)$ and $g(x)$ are polynomial functions.</p> <p>Algebra 2 Assessment Limits and Clarifications</p> <p>i) Tasks may involve any of the function types mentioned in the standard.</p>
<p>MACC.912.A-REI.4.12:</p>	<p>Graph the solutions to a linear inequality in two variables as a halfplane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.</p>
<p>MACC.912.A-SSE.1.1:</p>	<p>Interpret expressions that represent a quantity in terms of its context.</p>

	<p>a. Interpret parts of an expression, such as terms, factors, and coefficients.</p> <p>b. Interpret complicated expressions by viewing one or more of their parts as a single entity. <i>For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.</i></p> <p>Remarks/Examples</p> <p>Algebra 1 - Fluency Recommendations</p> <p>A-SSE.1.1b - Fluency in transforming expressions and chunking (seeing parts of an expression as a single object) is essential in factoring, completing the square, and other mindful algebraic calculations.</p> <p>Algebra 1, Unit 1: Limit to linear expressions and to exponential expressions with integer exponents.</p> <p>Algebra 1, Unit 4: Focus on quadratic and exponential expressions. For A.SSE.1b, exponents are extended from the integer exponents found in Unit 1 to rational exponents focusing on those that represent square or cube roots.</p>
<p><u>MACC.912.F-IF.1.1:</u></p>	<p>Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x. The graph of f is the graph of the equation $y = f(x)$.</p> <p>Remarks/Examples</p> <p>Algebra 1, Unit 2: Students should experience a variety of types of situations modeled by functions. Detailed analysis of any particular class of functions at this stage is not advised. Students should apply these concepts throughout their future mathematics courses. Draw examples from linear and exponential functions.</p>
<p><u>MACC.912.F-IF.1.2:</u></p>	<p>Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.</p>

	<p>Remarks/Examples</p> <p>Algebra 1, Unit 2: Students should experience a variety of types of situations modeled by functions. Detailed analysis of any particular class of functions at this stage is not advised. Students should apply these concepts throughout their future mathematics courses. Draw examples from linear and exponential functions.</p>
<p>MACC.912.F-IF.1.3:</p>	<p>Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ for $n \geq 1$.</p> <p>Remarks/Examples</p> <p>Algebra 1, Unit 2: In F.IF.3, draw connection to F.BF.2, which requires students to write arithmetic and geometric sequences. Emphasize arithmetic and geometric sequences as examples of linear and exponential functions.</p> <p>Algebra 1 Assessment Limits and Clarifications</p> <p>i) This standard is part of the Major work in Algebra I and will be assessed accordingly.</p> <p>Algebra 2 Assessment Limits and Clarifications</p> <p>i) This standard is Supporting work in Algebra II. This standard should support the Major work in F- BF.2 for coherence.</p> <p>Algebra 2 - Fluency Recommendations</p> <p>Fluency in translating between recursive definitions and closed forms is helpful when dealing with many problems involving sequences and series, with applications ranging from fitting functions to tables to problems in finance.</p>
<p>MACC.912.F-IF.2.4:</p>	<p>For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. <i>Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative</i></p>

	<p><i>maximums and minimums; symmetries; end behavior; and periodicity.</i></p> <p>Remarks/Examples</p> <p>Algebra 1, Unit 2: For F.IF.4 and 5, focus on linear and exponential functions.</p> <p>Algebra 1 Assessment Limits and Clarifications</p> <p>i) Tasks have a real-world context. ii) Tasks are limited to linear functions, quadratic functions, square root functions, cube root functions, piecewise-defined functions (including step functions and absolute value functions), and exponential functions with domains in the integers.</p> <p>Compare note (ii) with standard F-IF.7. The function types listed here are the same as those listed in the Algebra I column for standards F-IF.6 and F-IF.9.</p> <p>Algebra 2 Assessment Limits and Clarifications</p> <p>i) Tasks have a real-world context ii) Tasks may involve polynomial, exponential, logarithmic, and trigonometric functions.</p> <p>Compare note (ii) with standard F-IF.7. The function types listed here are the same as those listed in the Algebra II column for standards F-IF.6 and F-IF.9.</p>
<p>MACC.912.N-Q.1.1:</p>	<p>Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> <p>Remarks/Examples</p> <p>Algebra 1, Unit 1: Working with quantities and the relationships between them provides grounding for work with expressions, equations, and functions.</p>

[MACC.912.N-Q.1.2:](#)

Define appropriate quantities for the purpose of descriptive modeling.

Remarks/Examples

Algebra 1, Unit 1: Working with quantities and the relationships between them provides grounding for work with expressions, equations, and functions.

Algebra 1 Content Notes:

Working with quantities and the relationships between them provides grounding for work with expressions, equations, and functions.

Algebra 1 Assessment Limits and Clarifications

This standard will be assessed in Algebra I by ensuring that some modeling tasks (involving Algebra I content or securely held content from grades 6-8) require the student to create a quantity of interest in the situation being described (i.e., a quantity of interest is not selected for the student by the task). For example, in a situation involving data, the student might autonomously decide that a measure of center is a key variable in a situation, and then choose to work with the mean.

Algebra 2 Assessment Limits and Clarifications

This standard will be assessed in Algebra II by ensuring that some modeling tasks (involving Algebra II content or securely held content from previous grades and courses) require the student to create a quantity of interest in the situation being described (i.e., this is not provided in the task). For example, in a situation involving periodic phenomena, the student might autonomously decide that amplitude is a key variable in a situation, and then choose to work with peak amplitude.

[MACC.912.N-Q.1.3:](#)

Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Remarks/Examples

Algebra 1, Unit 1: Working with quantities and the relationships between them provides grounding for work with expressions,

	equations, and functions.
<u>MACC.912.N-RN.2.3:</u>	<p>Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.</p> <p>Remarks/Examples</p> <p>Algebra 1 Unit 5: Connect N.RN.3 to physical situations, e.g., finding the perimeter of a square of area 2.</p>
<u>MACC.912.S-ID.1.1:</u>	<p>Represent data with plots on the real number line (dot plots, histograms, and box plots).</p> <p>Remarks/Examples</p> <p>In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</p>
<u>MACC.912.S-ID.1.2:</u>	<p>Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.</p> <p>Remarks/Examples</p> <p>In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</p>
<u>MACC.912.S-ID.2.5:</u>	<p>Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.</p>
<u>MACC.912.S-ID.2.6:</u>	<p>Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.</p> <ol style="list-style-type: none"> a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. <i>Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.</i> b. Informally assess the fit of a function by plotting and

	<p>analyzing residuals.</p> <p>c. Fit a linear function for a scatter plot that suggests a linear association.</p> <p>Remarks/Examples</p> <p>Students take a more sophisticated look at using a linear function to model the relationship between two numerical variables. In addition to fitting a line to data, students assess how well the model fits by analyzing residuals.</p> <p>S.ID.6b should be focused on linear models, but may be used to preview quadratic functions in Unit 5 of this course.</p> <p>Algebra 1 Assessment Limits and Clarifications</p> <p>i) Tasks have a real-world context. ii) Exponential functions are limited to those with domains in the integers.</p> <p>Algebra 2 Assessment Limits and Clarifications</p> <p>i) Tasks have a real-world context. ii) Tasks are limited to exponential functions with domains not in the integers and trigonometric functions.</p>
<p><u>MACC.912.S-ID.3.7:</u></p>	<p>Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.</p> <p>Remarks/Examples</p> <p>Build on students' work with linear relationships in eighth grade and introduce the correlation coefficient. The focus here is on the computation and interpretation of the correlation coefficient as a measure of how well the data fit the relationship. The important distinction between a statistical relationship and a cause-and-effect relationship arises in S.ID.9.</p>
<p><u>MACC.912.S-ID.3.8:</u></p>	<p>Compute (using technology) and interpret the correlation coefficient of a linear fit.</p> <p>Remarks/Examples</p> <p>Build on students' work with linear relationships in eighth grade and</p>

	<p>and introduce the correlation coefficient. The focus here is on the computation and interpretation of the correlation coefficient as a measure of how well the data fit the relationship. The important distinction between a statistical relationship and a cause-and-effect relationship arises in S.ID.9.</p>
<p><u>MACC.K12.MP.1.1:</u></p>	<p>Make sense of problems and persevere in solving them.</p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p>
<p><u>MACC.K12.MP.2.1:</u></p>	<p>Reason abstractly and quantitatively.</p> <p>Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved.</p>

	<p>Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.</p>
<p><u>MACC.K12.MP.3.1:</u></p>	<p>Construct viable arguments and critique the reasoning of others.</p> <p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p>
<p><u>MACC.K12.MP.4.1:</u></p>	<p>Model with mathematics.</p> <p>Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable</p>

	<p>making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.</p>
<p><u>MACC.K12.MP.5.1:</u></p>	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p>
<p><u>MACC.K12.MP.6.1:</u></p>	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes</p>

	<p>to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>
<p><u>MACC.K12.MP.7.1:</u></p>	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p>
<p><u>MACC.K12.MP.8.1:</u></p>	<p>Look for and express regularity in repeated reasoning.</p> <p>Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process,</p>

while attending to the details. They continually evaluate the reasonableness of their intermediate results.



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and graphics, table of contents, headings, various text styles, simple charts and maps, glossary).

- [LA.910.2.2.Pa.a](#): Recognize persons, objects, and actions in read-aloud informational text.

[LA.910.2.2.2](#) :

The student will use information from the text to answer questions or to state the main idea or provide relevant details;

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Nonfiction](#)

Access Points:

- [LA.910.2.2.In.b](#): Use information from nonfiction text to identify the main idea and supporting details.
- [LA.910.2.2.Su.b](#): Use information from read-aloud nonfiction text to identify the main idea and supporting details.
- [LA.910.2.2.Pa.b](#): Respond purposefully to pictures or symbols paired with words used to guide classroom and school activities.

[LA.910.3.3.4](#) :

The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Revising](#)

Access Points:

- [LA.910.3.3.In.d](#): Use revision tools and strategies (e.g. checklists, rubrics, teacher review, peer review) to improve writing.
- [LA.910.3.3.Su.d](#): Use tools, strategies, and resources to improve the writing (e.g. teacher review, peer review, dictionary).
- [LA.910.3.3.Pa.a](#): Adjust draft communication about a person, object, or event when necessary by selecting, changing or rearranging pictures, symbols, or words.

[LA.910.2.2.3](#) :

The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, or outlining);

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Nonfiction](#)

Access Points:

- [LA.910.2.2.In.c](#): Organize information to show understanding (e.g. using graphic organizers, and guided retelling, summarizing).
- [LA.910.2.2.Su.c](#): Organize information to show understanding (e.g. using simple graphic organizers, guided retelling).
- [LA.910.2.2.Pa.c](#): Recognize pictures or symbols paired with words depicting a sequence in familiar activities.

Course: 7910112 Access English 3/4-

Direct link to this page: <http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse1795.aspx>

BASIC INFORMATION

Course Title:	Access English 3/4
Course Number:	7910112
Course Abbreviated Title:	ACCESS ENGLISH 3/4
Course Path:	Section: Exceptional Student Education Grade Group: Senior High and Adult Subject: Academics - Subject Areas
Number of Credits:	Multiple Credit (more than 1 credit)
Course length:	Year (Y)
Status:	State Board Approved
General Notes:	<p>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 significant cognitive disabilities.</p> <p>Subject Relevance: The ultimate goal for all students is to interact productively and effectively with the world around them. This goal is no less important for students with significant cognitive disabilities.</p> <p>The ability to communicate effectively is the cornerstone of interacting in life's activities. Language Arts is the general academic subject area dealing with communication by developing comprehension and use of written and oral language.</p> <p>Reading is the ability to comprehend language by grasping the meaning of written or printed characters, words, or sentences. Reading involves a wide variety of print and non-print texts that help a reader gain an understanding of what is being read. All students should have the opportunity to access text for the purpose of gaining knowledge, acquiring information, sharing experiences, and personal fulfillment. While some students will learn to access literature through traditional reading</p>

(comprehending written text), others will gain access through shared or recorded literature, specially designed text, or the use of technology.

Writing is the recording of language in a visible or tactile format through the use of a set of signs or symbols. All students should have the opportunity to create permanent products for the purpose of sharing information, stories, and opinions. For students with significant cognitive disabilities this may range from traditional forms of text production (handwriting or typing) to using assistive technology to develop permanent narrative and informational products.

In Addition, all students must know how to access knowledge and information through a variety of media for a variety of purposes. For some students, access may look very traditional, such as using Internet resources or reading an instructional manual. For other students, access may mean communicating a topic and identifying the appropriate resource for another student to research (e.g., a science or social studies project) or selecting pictures that are “worth a thousand words” to tell a story or share an experience.

In any case, the ability to share knowledge, information, experiences, and adventures through the comprehension and use of written and oral language is vital to meaningful participation in life’s typical activities. In whatever form, the skills developed through the study of language arts provide the opportunity to access life.

Access Language Arts - English III/IV

Major Concepts/Content: The content is intended to develop or expand the student’s understanding of:

- The reading process
- Literary analysis
- The writing process
- Writing applications
- Communication
- Information and media literacy

RELATED ACCESS POINTS: Independent(76) Supported(76) Participatory(47) Core Content Connector(0)

[LA.1112.1.5.1](#) :

The student will adjust reading rate based on purpose, text difficulty, form, and style.

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Fluency](#)

	<p>Access Points:</p> <ul style="list-style-type: none"> • LA.1112.1.5.In.a: Read text with accuracy and adjust reading rate based on purpose (e.g. for pleasure, information, task completion) and difficulty. • LA.1112.1.5.Su.a: Read text with accuracy and adjust reading rate based on difficulty. • LA.1112.1.5.Pa.a: Accurately and consistently identify pictures or symbols paired with words in stories and in real-world activities. • LA.1112.1.5.Pa.b: Identify pictures or symbols paired with words to indicate the next step in a familiar real-world activities.
<p>LA.1112.1.6.1 :</p>	<p>The student will use new vocabulary that is introduced and taught directly; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.1112.1.6.In.a: Use new vocabulary that is introduced and taught directly. • LA.1112.1.6.Su.a: Use new vocabulary that is introduced and taught directly. • LA.1112.1.6.Pa.a: Identify new vocabulary that is introduced and taught directly.
<p>LA.1112.1.6.10 :</p>	<p>The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools: and Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.1112.1.6.In.j: Determine the meaning of unknown words using a dictionary and digital tools. • LA.1112.1.6.Su.j: Determine the meaning of unknown words using a dictionary and digital tools. • LA.1112.1.6.Pa.e: Seek assistance to clarify the meaning of vocabulary.
<p>LA.1112.1.6.11 :</p>	<p>The student will identify the meaning of unfamiliar terms in political science and medicine derived from Greek and Latin words (e.g., oligarchy, homeopathic). Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.1112.1.6.In.a: Use new vocabulary that is introduced and taught directly. • LA.1112.1.6.Su.a: Use new vocabulary that is introduced and taught directly. • LA.1112.1.6.Pa.a: Identify new vocabulary that is introduced and taught directly.
<p>LA.1112.1.6.2 :</p>	<p>The student will listen to, read, and discuss familiar and conceptually challenging</p>

Course: 7912090 Access Algebra 1B-

Direct link to this page: <http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse1766.aspx>

BASIC INFORMATION

Course Title:	Access Algebra 1B
Course Number:	7912090
Course Abbreviated Title:	ACCESS ALGEBRA 1B
Course Path:	Section: Exceptional Student Education Grade Group: Senior High and Adult Subject: Academics - Subject Areas
Number of Credits:	Course may be taken for up to two credits
Course length:	Year (Y)
Course Type:	Core
Status:	State Board Approved
Requires Highly Qualified Teacher(HQT)?	Yes
Course Size?	Yes
No Child Left Behind (NCLB)?	Yes
General Notes:	<p>Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent), which reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.</p> <p>The study of mathematics provides the means to organize, understand, and predict life's events in quantifiable terms. Organizing life using numbers allows us to keep accurate records of objects and events, such as quantity, sequence, time, and money. Using numbers to understand the relationship between relative quantities or characteristics allows us to accurately problem solve and predict future</p>

outcomes of quantifiable events as conditions change. Many of life's typical activities require competency in using numbers, operations, and algebraic thinking (e.g., counting, measuring, comparison shopping), geometric principles (e.g., shapes, area, volume), and data analysis (e.g., organizing information to suggest conclusions). Some students with significant cognitive disabilities will access and use traditional mathematical symbols and abstractions, while others may apply numeric principles using concrete materials in real-life activities. In any case, mathematics is one of the most useful skill sets and essential for students with significant cognitive disabilities. It provides a means to organize life and solve problems involving quantity and patterns, making life more orderly and predictable.

The purpose of this course is to develop the algebraic concepts and processes that can be used to analyze and solve a variety of routine and non-routine real-world and mathematical problems. The content should include, but not be limited to, the following:

- Content-related vocabulary
- Operations using real numbers in real-world problems
- Patterns, relations, and functions, including tables, sequences, and graphs
- Graphs to summarize data and predict outcomes
- Ratios
- Variables and their impact on outcomes
- Varied solution strategies to solve real-world problems

RELATED ACCESS POINTS: Independent(15) Supported(13) Participatory(11) Core Content Connector(0)

[MA.912.A.10.1](#) :

Use a variety of problem-solving strategies, such as drawing a diagram, making a chart, guessing- and-checking, solving a simpler problem, writing an equation, working backwards, and creating a table.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 09/07

Belongs to: [Mathematical Reasoning and Problem Solving](#)

Access Points:

- [MA.912.A.10.In.a](#): Use a variety of problem-solving strategies, such as finding key information to determine the correct operation and using graphic representations for numbers, to solve real-world problems.
- [MA.912.A.10.In.b](#): Use estimation strategies, such as rounding, grouping, and comparing, to determine if answers are reasonable.
- [MA.912.A.10.Su.a](#): Use visual and physical models as strategies for solving

real-world mathematical problems.

- [MA.912.A.10.Pa.a](#): Solve real-world problems involving quantities to 10 and match the result to the correct answer to determine accuracy.

Remarks/Examples

Students should work problems where they are required to distinguish relevant from irrelevant information, identify missing information, and either find missing data or make appropriate estimates.

Example 1: Fran has scored 16, 23, and 30 points in her last three games. At least how many points must she score in the next game so that her four-game average does not fall below 20 points?

Example 2: The swimming pool at Roanoke Park is 24 feet long and 18 feet wide. The park district has determined that they have enough money to put a walkway of uniform width, with a maximum area of 288 square feet, around the pool. How could you find the maximum width of a new walkway?

[MA.912.A.10.2](#) :

Decide whether a solution is reasonable in the context of the original situation.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07

Belongs to: [Mathematical Reasoning and Problem Solving](#)

Access Points:

- [MA.912.A.10.In.a](#): Use a variety of problem-solving strategies, such as finding key information to determine the correct operation and using graphic representations for numbers, to solve real-world problems.
- [MA.912.A.10.In.b](#): Use estimation strategies, such as rounding, grouping, and comparing, to determine if answers are reasonable.
- [MA.912.A.10.Su.b](#): Use resources, such as calculators, to verify accuracy of solutions to problems.
- [MA.912.A.10.Su.a](#): Use visual and physical models as strategies for solving real-world mathematical problems.
- [MA.912.A.10.Pa.a](#): Solve real-world problems involving quantities to 10 and match the result to the correct answer to determine accuracy.

Remarks/Examples

Example 1: A student solving the equation $x = \sqrt{x+6}$ comes up with the solution set $\{x = -2, 3\}$. Explain why $\{x = -2, 3\}$ is not the solution set to this equation, and why the "check" step is essential in solving the equation.

Example 2: A ball is kicked and flies through the air according to the following function: $h(t) = -16t^2 + 47t + 3$, where h is the height of the ball (in feet) and t is the number of seconds after the ball is kicked. At what time, t , does the ball hit the ground after being kicked?

MA.912.A.10.3 :

Decide whether a given statement is always, sometimes, or never true (statements involving linear or quadratic expressions, equations, or inequalities, rational or radical expressions, or logarithmic or exponential functions).

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 09/07

Belongs to: [Mathematical Reasoning and Problem Solving](#)

Access Points:

- **MA.912.A.10.In.b:** Use estimation strategies, such as rounding, grouping, and comparing, to determine if answers are reasonable.
- **MA.912.A.10.Su.b:** Use resources, such as calculators, to verify accuracy of solutions to problems.
- **MA.912.A.10.Pa.a:** Solve real-world problems involving quantities to 10 and match the result to the correct answer to determine accuracy.

Remarks/Examples

Example 1: Alex says $x = -1$ is the solution to the following system of inequalities. Explain to Alex when $x = -1$ is a solution and when it is not a solution.

$$y \geq -\frac{1}{2}x - 3$$

$$y < 3x + 1$$



Example 2: Is the statement $(a^x)^y = a^{xy}$ true for all x , for some x , or for no x ?

Example 3: Let c be any constant number different than 5. Which of the following lines will always be parallel to $y = 2x + 5$? Explain your answer.

- $y = -2x + c$
- $y = \frac{1}{2}x + c$
- $y = 2x + c$
- $y = -\frac{1}{2}x + c$

MA.912.A.3.13 :

Use a graph to approximate the solution of a system of linear equations or inequalities in two variables with and without technology.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07

Belongs to: [Linear Equations and Inequalities](#)

Access Points:

- **MA.912.A.3.In.h:** Use function tables and simple graphs representing equations to make predictions for real-world situations.
- **MA.912.A.3.Su.f:** Use function tables and simple pictographs or bar graphs representing equations to make predictions for real-world situations.
- **MA.912.A.3.Pa.e:** Count objects, pictures, or symbols used in a pictograph or chart and identify which category has the largest quantity.

Remarks/Examples

Example 1: Graph $3y - x = 0$ and $2x + 4y = 15$ on the same coordinate system. Determine whether the lines intersect. If so, find the point of intersection.

Example 2: Graph the following inequalities and shade the region (if any) on the coordinate plane where both inequalities are true: $y \leq 4$ and $x + y \leq 5$

Example 3: Approximate the solution, if any, for the following system of linear equations:

$$\begin{cases} y = \frac{-1}{4}x + 9 \\ y = 8 \end{cases}$$

Example 4: Explain why $(4, -3)$ is a solution to the following system of inequalities:

$$\begin{cases} y < 3x + 1 \\ x > 2 \end{cases}$$

[MA.912.A.3.14](#) :

Solve systems of linear equations and inequalities in two and three variables using graphical, substitution, and elimination methods.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07

Belongs to: [Linear Equations and Inequalities](#)

Access Points:

- [MA.912.A.3.In.g](#): Create function tables and simple graphs that show the mathematical relationship between number pairs.
- [MA.912.A.3.Su.e](#): Identify the mathematical relationship between number pairs in function tables, such as +2 or -3.
- [MA.912.A.3.Pa.d](#): Sort sets of objects to 10 into groups by quantity.

Remarks/Examples

Example 1: Solve the following system of equations by substitution:

$$\begin{cases} y = 2x \\ 2x + 3y = 11 \end{cases}$$

Example 2: Graph the solution for the following system of inequalities:

$$\begin{cases} 3x + 4y < 11 \\ 3x + 2y \geq 7 \end{cases}$$

Example 3: Solve the following system of equations:

$$\begin{cases} x - 2y + 3z = 5 \\ x + 3z = 11 \\ 5y - 6z = 9 \end{cases}$$

[MA.912.A.3.15](#) :

Solve real-world problems involving systems of linear equations and inequalities in two and three variables.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised:

09/07

Belongs to: [Linear Equations and Inequalities](#)

Access Points:

- [MA.912.A.3.Su.d](#): Use the concepts of equality and inequality as strategies to solve problems involving real-world situations.
- [MA.912.A.3.Pa.c](#): Identify quantities to 10 as equal or unequal.

Remarks/Examples

Example 1: Each week, you work a total of 20 hours. Some of the 20 hours is spent working at the local bookstore and some spent at the drugstore. You prefer the bookstore and want to work at least 10 more hours at the bookstore relative to the drugstore. Draw a graph to show the possible combinations of hours that you could work.

Example 2: Let x = the amount of liquid (in milliliters) of a product sold by some company. The income (I) that the company makes from sales of the liquid can be represented by the equation $I(x)=10.5x$ and the expenses (E) for the production of the liquid can be represented by the equation $E(x)=5.25x+10,000$, where I and E are in dollars. What is the minimum amount of the liquid (in milliliters) that the company must sell to reach the break-even point (the point where income in dollars is equal to expenses in dollars)?

Example 3: You need to rent a car to drive from Pensacola to Key West. You will need the car for 7 days. One car rental agency charges \$55 per day and \$0.06 per mile. Another rental agency charges \$65 per day with unlimited mileage. Which rental offer will cost you less? Create a situation where the rental offer in this situation will cost more than the other offer. Explain.

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

Simplify monomials and monomial expressions using the laws of integral exponents.

Cognitive Complexity: Level 1: Recall | Date Adopted or Revised: 09/07

Belongs to: [Polynomials](#)

Access Points:

- [MA.912.A.4.In.a](#): Simplify expressions with one unknown (variable) by identifying like terms.
- [MA.912.A.4.Su.a](#): Solve number sentences (equations) with one unknown involving addition and subtraction facts using physical and visual models.
- [MA.912.A.4.Pa.a](#): Identify a missing item from two or more sets.

Remarks/Examples

Example 1: Simplify

$$(3a^3)(12a^2)$$

Example 2: Simplify:

$$\frac{15x^7}{3x^5} \neq 0$$

Example 3: Simplify:

$$(3z^4)^3$$

Example 4: Simplify:

$$(a^1) a \neq 0$$

Example 5: Simplify:

$$(3xy)^3$$

Example 6: Simplify:

$$\frac{10}{x^{-4}}$$

Example 7: Simplify:

$$\left(\frac{a^2}{b}\right)^3, a \neq 0, b \neq 0$$

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

Add, subtract, and multiply polynomials.

Cognitive Complexity: Level 1: Recall | Date Adopted or Revised: 09/07

Belongs to: [Polynomials](#)

Access Points:

- **[MA.912.A.4.In.b](#)**: Solve equations with one unknown (variable) involving addition, subtraction, and multiplication.
- **[MA.912.A.4.Su.b](#)**: Identify like and unlike terms in number sentences representing real-world situations.
- **[MA.912.A.4.Pa.b](#)**: Recognize that joining sets of objects results in a larger quantity and separating sets of objects results in a smaller quantity.

Remarks/Examples

Example 1:

$$(2x^2 + 3x - 4) + (x^2 - 5x + 6)$$

Example 2:

$$(n+2)(4n-5)=?$$

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

Factor polynomial expressions.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07

Belongs to: [Polynomials](#)

Access Points:

- **[MA.912.A.4.In.c](#)**: Combine like and unlike terms in number sentences representing real-world situations.
- **[MA.912.A.4.In.d](#)**: Identify factors of expressions with whole numbers by

dividing.

- [MA.912.A.4.Su.c](#): Identify factors of whole numbers by using division facts.
- [MA.912.A.4.Pa.c](#): Separate groups of objects to 10 into sets with the same quantity.

Remarks/Examples

Example 1: Factor

$$3xy^2 + 10xy - 12x^2y$$

Example 2: Factor

$$2x^2 - 7x + 3$$

Example 3: Factor

$$4x^2 - 25$$

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

Divide polynomials by monomials and polynomials with various techniques, including synthetic division.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07
Belongs to: [Polynomials](#)

Access Points:

- [MA.912.A.4.In.d](#): Identify factors of expressions with whole numbers by dividing.
- [MA.912.A.4.Su.c](#): Identify factors of whole numbers by using division facts.
- [MA.912.A.4.Pa.c](#): Separate groups of objects to 10 into sets with the same quantity.

Remarks/Examples

$$\frac{4x^3y^2 + 10xy^2 - 12x^2y^2}{2xy^2}$$

Example 1: Simplify

Example 2:

$$(2x^2 - 3x + 1) \div (x - 1)$$

Example 3: Use synthetic division to divide

$$x^3 - 19x - 20 \text{ by } x + 3.$$

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

Simplify algebraic ratios.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07
Belongs to: [Rational Expressions and Equations](#)

Access Points:

- [MA.912.A.5.In.a](#): Use numbers to represent ratios in real-world situations.
- [MA.912.A.5.Su.a](#): Use simple ratios represented by physical and visual models to solve real-world problems.
- [MA.912.A.5.Pa.a](#): Identify a simple ratio, such as 1 to 2, to solve real-world problems.

Remarks/Examples

Example: Simplify

$$\frac{x^2 - 16}{x^2 + 4x}$$

[MA.912.A.5.4](#) :

Solve algebraic proportions.

Cognitive Complexity: Level 1: Recall | Date Adopted or Revised: 09/07

Belongs to: [Rational Expressions and Equations](#)

Access Points:

- [MA.912.A.5.In.b](#): Solve problems involving ratios in real-world situations.
- [MA.912.A.5.Su.a](#): Use simple ratios represented by physical and visual models to solve real-world problems.
- [MA.912.A.5.Pa.a](#): Identify a simple ratio, such as 1 to 2, to solve real-world problems.

Remarks/Examples

Example: Create a tutorial to be posted to the school's Web site to explain how to solve an algebraic proportion for beginning Algebra students. Use

$$\frac{x+5}{4} = \frac{3x+5}{7}$$

as an example.

[MA.912.A.6.1](#) :

Simplify radical expressions

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07

Belongs to: [Radical Expressions and Equations](#)

Access Points:

- [MA.912.A.6.In.a](#): Identify perfect squares and their factors, including 1, 4, 9, 16, 25, 49, 64, 100, and 144 using visual models.
- [MA.912.A.6.Su.a](#): Use physical models of perfect squares, including 1, 4, 9, 16, 25, and 100, to solve problems.
- [MA.912.A.6.Pa.a](#): Use one-to-one correspondence to identify equal sets of objects to solve problems.

Remarks/Examples

Example 1: Simplify

$$\sqrt{48x^3}$$

Example 2: Simplify

$$\frac{8}{\sqrt{24}}$$

[MA.912.A.6.2 :](#)

Add, subtract, multiply, and divide radical expressions (square roots and higher).
Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07
Belongs to: [Radical Expressions and Equations](#)

Access Points:

- **[MA.912.A.6.In.b](#)**: Use factors of perfect squares to solve problems in real-world situations.
- **[MA.912.A.6.Su.a](#)**: Use physical models of perfect squares, including 1, 4, 9, 16, 25, and 100, to solve problems.
- **[MA.912.A.6.Pa.a](#)**: Use one-to-one correspondence to identify equal sets of objects to solve problems.

Remarks/Examples

Example 1: Simplify

$$\sqrt{12} + \sqrt{3} + \sqrt{3}$$

Example 2: Simplify

$$\sqrt[3]{27x} - \sqrt{x} - 3\sqrt{3x}$$

[MA.912.A.7.1 :](#)

Graph quadratic equations with and without graphing technology.
Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07
Belongs to: [Quadratic Equations](#)

Access Points:

- **[MA.912.A.7.In.a](#)**: Use information from tables and other types of visual models to plot numbers on a line graph representing real-world situations.
- **[MA.912.A.7.Su.a](#)**: Identify information from tables and simple line graphs representing real-world situations.
- **[MA.912.A.7.Pa.a](#)**: Compare the number of objects, pictures, or symbols used in a three-category pictograph to identify which groups have more or less.

Remarks/Examples

Example 1: Draw the graph of $y = x^2 - 11x + 1$. Using a graphing calculator or a spreadsheet (generate a data set), display the graph to check your work.

[MA.912.A.7.2 :](#)

Solve quadratic equations over the real numbers by factoring and by using the quadratic formula.
Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07
Belongs to: [Quadratic Equations](#)

Access Points:

- [MA.912.A.7.In.b](#): Compare quantities from real-world situations represented on a graph and explain similarities and differences.
- [MA.912.A.7.Su.b](#): Compare quantities from similar real-world situations represented on a graph.
- [MA.912.A.7.Pa.a](#): Compare the number of objects, pictures, or symbols used in a three-category pictograph to identify which groups have more or less.

Remarks/Examples

Example 1: Solve the following equation for x :

$$x^2 - 3x + 2 = 0$$

Example 2: Solve the following equation for x :

$$x^2 - 7x + 9 = 0$$

[MA.912.A.7.8](#) :

Use quadratic equations to solve real-world problems.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07

Belongs to: [Quadratic Equations](#)

Access Points:

- [MA.912.A.7.In.c](#): Use equations involving addition, subtraction, multiplication, and division of whole numbers to solve real-world problems.
- [MA.912.A.7.Su.c](#): Solve number sentences (equations) using visual and physical models representing real-world situations.
- [MA.912.A.7.Pa.b](#): Solve problems by joining or separating quantities to 10 using objects, pictures, or symbols.

Remarks/Examples

Example: You have just planted a rectangular garden of corn in a plot near your home. You want to plant a uniform border of carrots around the rows of corn as shown in the figure below. According to the amount of seeds you have, you need an equal amount of area for corn and carrots. What should the width, x , in feet, of the border be?

**RELATED GLOSSARY TERM DEFINITIONS (40)****Approximate:**

A number or measurement that is close to or near its exact value.

Area:	The number of square units needed to cover a surface.
Chart:	A data display that presents information in columns and rows.
Constant:	Any value that does not change.
Coordinate plane:	A two-dimensional network of horizontal and vertical lines that are parallel and evenly-spaced; especially designed for locating points, displaying data, or drawing maps.
Coordinate:	Numbers that correspond to points on a coordinate plane in the form (x, y) , or a number that corresponds to a point on a number line.
e:	$e=2.7182818284\dots$, is an irrational number and the base of the natural logarithm. e is sometimes known as Napier's constant although the symbol e honors Euler.
Equal:	Having the same value (=).
Equation:	A mathematical sentence stating that the two expressions have the same value. Also read the definition of equality.
Estimate:	Is an educated guess for an unknown quantity or outcome based on known information. An estimate in computation may be found by rounding, by using front-end digits, by clustering, or by using compatible numbers to compute.
Expression:	A mathematical phrase that contains variables, functions, numbers, and/or operations. An expression does not contain equal or inequality signs.
Factor:	A number or expression that is multiplied by one or more other numbers or expressions to yield a product.
Height:	A line segment extending from the vertex or apex of a figure to its base and forming a right angle with the base or plane that contains the base.
Integral:	Integer valued.
Intersection:	The intersection of two sets A and B is the set of elements common to A and B . For lines or curves, it is the point at which lines or curves meet; for planes, it is the line where planes meet.
Line:	A collection of an infinite number of points in a straight pathway with unlimited length and having no width.
Linear equation:	An algebraic equation in which the variable quantity or quantities are raised to the zero or first power.
Plot:	To locate a point by means of coordinates, or a curve by plotted points, or to represent an equation by means of a curve so constructed.
Point:	A specific location in space that has no discernable length or width.
Product:	The result of multiplying numbers together.

Proportion:	A mathematical sentence stating that two ratios are equal.
Real number:	The set of all rational and irrational numbers.
Root:	A root of a polynomial is a number x such that $P(x)=0$. A polynomial of degree n has n complex roots.
Set:	A set is a finite or infinite collection of distinct objects in which order has no significance.
Simplify:	The process of converting a fraction or mixed number, to an equivalent fraction, or mixed number, in which the greatest common factor of the numerator and the denominator of the fraction is one. Simplify also refers to using the rules of arithmetic and algebra to rewrite an expression as simply as possible.
Square:	A rectangle with four congruent sides; also, a rhombus with four right angles.
Synthetic division:	A shortcut method for dividing a polynomial by another polynomial of the first degree. It can be used in place of the standard long division algorithm. This method reduces the polynomials factor into a set of numeric values. After these values are processed, the resulting set of numeric outputs is used to construct the polynomial quotient and the polynomial remainder.
System of linear equations:	Two or more related linear equations that have a common solution (A system of linear equations can have no common solutions, one common solution, or many common solutions).
System of equations:	A group of two or more equations that are related to the same situation and share variables. The solution to a system of equations is an ordered number set that makes all of the equations true.
Table:	A data display that organizes information about a topic into categories using rows and columns.
Variable:	Any symbol, usually a letter, which could represent a number. A variable might vary as in $f(x)=2x+1$, or a variable might be fixed as in $2x+1=5$.
Exponent (exponential form):	The number of times the base occurs as a factor, for example 2^3 is the exponential form of $2 \times 2 \times 2$. The number two (2) is called the base, and the number three (3) is called the exponent.
Exponential Function:	A function of the form $y = ab^{cx+b} + e$, where a,b,c,d,e,x are real numbers, a, b, c are nonzero, $b \neq 1$, and $b > 0$.
Function:	A relation in which each value of x is paired with a unique value of y . More formally, a function from A to B is a relation f such that every $a \in A$ is uniquely associated with an object $F(a) \in B$.
Monomial:	A polynomial with one term such as 5, $-2xyz$, or xy^4

Polynomial:	The sum or difference of terms which have variables raised to positive integer powers and which have coefficients that may be real or complex. Examples: $5x^3 - 2x^2 + x - 13$, $x^2y^3 + xy$, and $(1 + i)a^2 + ib^2$. Standard form for a polynomial in one variable: $a_nx^n + a_{n-1}x^{n-1} + \dots + a_2x^2 + a_1x + a_0$ Even though the prefix poly- means many, the word polynomial refers to polynomials with 1 term (monomials), 2 terms (binomials), 3 terms, (trinomials), etc.
Quadratic Equation:	A second-order polynomial equation in a single variable x with $a \neq 0$: $ax^2 + bx + c = 0$. Because it is a second-order polynomial equation, the fundamental theorem of algebra guarantees that it has two solutions that may be both real or both complex.
Quadratic Formula:	A formula for the roots of a quadratic equation. Given $ax^2 + bx + c = 0$, then $x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$.
Radical:	The symbol $\sqrt[n]{x}$ used to indicate a root. The expression $\sqrt[n]{x}$ is therefore read "x radical n" or "the nth root of x." A radical without an index number is understood to be a square root.
Width:	The shorter length of a two-dimensional figure. The width of a box is the horizontal distance from side to side (usually defined to be greater than the depth, the horizontal distance from front to back).



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Course: 7912080 Access Algebra 1A-

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BASIC INFORMATION

Course Title:	Access Algebra 1A
Course Number:	7912080
Course Abbreviated Title:	ACCESS ALGEBRA 1A
Course Path:	Section: Exceptional Student Education Grade Group: Senior High and Adult Subject: Academics - Subject Areas
Number of Credits:	Course may be taken for up to two credits
Course length:	Year (Y)
Course Type:	Core
Status:	State Board Approved
Requires Highly Qualified Teacher(HQT)?	Yes
Course Size?	Yes
No Child Left Behind (NCLB)?	Yes
General Notes:	<p>Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent), which reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.</p> <p>The study of mathematics provides the means to organize, understand, and predict life's events in quantifiable terms. Organizing life using numbers allows us to keep accurate records of objects and events, such as quantity, sequence, time, and money. Using numbers to understand the relationship between relative quantities or characteristics allows us to accurately problem solve and predict future</p>

outcomes of quantifiable events as conditions change. Many of life's typical activities require competency in using numbers, operations, and algebraic thinking (e.g., counting, measuring, comparison shopping), geometric principles (e.g., shapes, area, volume), and data analysis (e.g., organizing information to suggest conclusions). Some students with significant cognitive disabilities will access and use traditional mathematical symbols and abstractions, while others may apply numeric principles using concrete materials in real-life activities. In any case, mathematics is one of the most useful skill sets and essential for students with significant cognitive disabilities. It provides a means to organize life and solve problems involving quantity and patterns, making life more orderly and predictable.

The purpose of this course is to develop the algebraic concepts and processes that can be used to analyze and solve a variety of routine and non-routine real-world and mathematical problems. The content should include, but not be limited to, the following:

- Content-related vocabulary
- Operations using real numbers in real-world problems
- Patterns, relations, and functions, including tables, sequences, and graphs
- Graphs to summarize data and predict outcomes
- Variables and their impact on outcomes
- Varied solution strategies to solve real-world problems

RELATED ACCESS POINTS: Independent(24) Supported(21) Participatory(16) Core Content Connector(0)

[MA.912.A.1.1](#) :

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

Cognitive Complexity: Level 1: Recall | Date Adopted or Revised: 09/07

Belongs to: [Real and Complex Number Systems](#)

Access Points:

- [MA.912.A.1.In.a](#): Identify and use equivalent forms of fractions, such as halves, fourths, thirds, sixths, eighths, tenths, and sixteenths; decimals to the hundredths place; and percents, such as 25%, 50%, 75%, 100%, 33%, and 67%, using visual and numerical representation
- [MA.912.A.1.In.b](#): Identify examples of positive and negative whole numbers in real-world situations.
- [MA.912.A.1.In.c](#): Determine the value of numbers to 10 with the exponents 2 and 3, such as 42 and 33, using physical and visual patterns.
- [MA.912.A.1.Su.a](#): Identify equivalent forms of fractions, such as halves, thirds,

and fourths; percents, such as 50%, 33%, and 25%; and decimals in the context of money, using visual and numerical representation in real-world situations.

- [MA.912.A.1.Su.b](#): Identify the value of numbers to 5 with the exponent 2 using physical and visual models.
- [MA.912.A.1.Pa.a](#): Identify and express quantity in sets to 10 using objects, pictures, symbols, or number names.

Remarks/Examples

Example: Express 5^{-2} without an exponent.

[MA.912.A.1.2](#) :

Compare real number expressions.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07

Belongs to: [Real and Complex Number Systems](#)

Access Points:

- [MA.912.A.1.In.d](#): Compare and order numbers, including whole numbers, fractions, decimals, and percents, expressed in the same form to solve problems in real-world situations.
- [MA.912.A.1.Su.c](#): Compare and order whole numbers, fractions, including halves, fourths, thirds, and sixths; and decimals including .25, .50, .75, 1.00, in real-world situations.
- [MA.912.A.1.Pa.b](#): Recognize half and whole sets of objects to 10.

Remarks/Examples

Example 1: Which is greater: 2^3 or $\sqrt{49}$?
Example 2: Order the following numbers from the smallest to the largest:
 3.2 , 2.1×10^{-3} , $\sqrt{15}$, -1 .

[MA.912.A.1.3](#) :

Simplify real number expressions using the laws of exponents.

Cognitive Complexity: Level 1: Recall | Date Adopted or Revised: 09/07

Belongs to: [Real and Complex Number Systems](#)

Access Points:

- [MA.912.A.1.In.e](#): Simplify fractions and decimals by reducing to lowest terms.
- [MA.912.A.1.In.f](#): Simplify fractions greater than 1, such as $\frac{8}{4}$, by using division facts.
- [MA.912.A.1.Su.d](#): Simplify whole numbers to 100 using place value and grouping with visual representation.
- [MA.912.A.1.Pa.c](#): Demonstrate one-to-one correspondence by counting objects or actions to 10.

Remarks/Examples

Example 1: Simplify $5^3 * 5^{11}$.

Example 2: Simplify $(5^3)^2$

[MA.912.A.1.4 :](#)

Perform operations on real numbers (including integer exponents, radicals, percents, scientific notation, absolute value, rational numbers, irrational numbers) using multi-step and real-world problems.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07

Belongs to: [Real and Complex Number Systems](#)

Access Points:

- **[MA.912.A.1.In.g](#)**: Select the operation and solve two-step mathematical problems involving addition, subtraction, multiplication, and division of two- and three-digit numbers in real-world situations using problem-solving strategies, such as recognizing symbols and key info
- **[MA.912.A.1.Su.e](#)**: Use repeated addition of the same number to solve one-digit multiplication facts and repeated subtraction of the same number to solve one-digit division facts in real-world situations.
- **[MA.912.A.1.Su.f](#)**: Select the operation and solve one-step mathematical problems involving addition and subtraction of one-digit and two-digit numbers in real-world situations using physical and visual representations and problem-solving strategies, such as recognizing key information and symbols.
- **[MA.912.A.1.Pa.d](#)**: Identify a given quantity to 9 and add 1 more to solve problems.
- **[MA.912.A.1.Pa.e](#)**: Identify a given quantity to 10 and take away 1 to solve problems.

Remarks/Examples

Example 1: If the length of one leg of a right triangle is 6 inches and the length of the hypotenuse is 10 inches, what is the length of the other leg?

Example 2: Earth's volume is approximately 1.08×10^{12} km³. Sun's volume is approximately 1.41×10^{18} km³. How many times is the Sun larger than the Earth?

[MA.912.A.1.5 :](#)

Use dimensional (unit) analysis to perform conversions between units of measure, including rates.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07

Belongs to: [Real and Complex Number Systems](#)

Access Points:

- **[MA.912.A.1.In.h](#)**: Use tools, including charts and technology, to convert standard units of measurement within the same system, such as money, length, capacity, time, and weight.
- **[MA.912.A.1.Su.g](#)**: Use tools, such as simple charts and technology, to convert

standard units of measurement within the same system, such as money, length, and capacity.

- [MA.912.A.1.Pa.f](#): Identify tools used for measurement, such as clocks, calendars, rulers, or gallon containers.

Remarks/Examples

Example 1: Convert 5 miles per hour to feet per second.

Example 2: A sink is leaking 20 milliliters of water per second. How many gallons of water does it leak per day?

Example 3: You bought an old car with a 442 cubic inch engine. Your friend has a 7.0 liter engine. Determine which engine is larger by converting 442 cubic inches to liters.

[MA.912.A.10.1](#) :

Use a variety of problem-solving strategies, such as drawing a diagram, making a chart, guessing- and-checking, solving a simpler problem, writing an equation, working backwards, and creating a table.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 09/07

Belongs to: [Mathematical Reasoning and Problem Solving](#)

Access Points:

- [MA.912.A.10.In.a](#): Use a variety of problem-solving strategies, such as finding key information to determine the correct operation and using graphic representations for numbers, to solve real-world problems.
- [MA.912.A.10.In.b](#): Use estimation strategies, such as rounding, grouping, and comparing, to determine if answers are reasonable.
- [MA.912.A.10.Su.a](#): Use visual and physical models as strategies for solving real-world mathematical problems.
- [MA.912.A.10.Pa.a](#): Solve real-world problems involving quantities to 10 and match the result to the correct answer to determine accuracy.

Remarks/Examples

Students should work problems where they are required to distinguish relevant from irrelevant information, identify missing information, and either find missing data or make appropriate estimates.

Example 1: Fran has scored 16, 23, and 30 points in her last three games. At least how many points must she score in the next game so that her four-game average does not fall below 20 points?

Example 2: The swimming pool at Roanoke Park is 24 feet long and 18 feet wide. The park district has determined that they have enough money to put a walkway of uniform width, with a maximum area of 288 square feet, around the pool. How could you find the maximum width of a new walkway?

[MA.912.A.10.2 :](#)

Decide whether a solution is reasonable in the context of the original situation.
Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07
Belongs to: [Mathematical Reasoning and Problem Solving](#)

Access Points:

- **[MA.912.A.10.In.a](#)**: Use a variety of problem-solving strategies, such as finding key information to determine the correct operation and using graphic representations for numbers, to solve real-world problems.
- **[MA.912.A.10.In.b](#)**: Use estimation strategies, such as rounding, grouping, and comparing, to determine if answers are reasonable.
- **[MA.912.A.10.Su.b](#)**: Use resources, such as calculators, to verify accuracy of solutions to problems.
- **[MA.912.A.10.Su.a](#)**: Use visual and physical models as strategies for solving real-world mathematical problems.
- **[MA.912.A.10.Pa.a](#)**: Solve real-world problems involving quantities to 10 and match the result to the correct answer to determine accuracy.

Remarks/Examples

Example 1: A student solving the equation $x = \sqrt{x+6}$ comes up with the solution set $\{x | x = -2, 3\}$. Explain why $\{x | x = -2, 3\}$ is not the solution set to this equation, and why the "check" step is essential in solving the equation.

Example 2: A ball is kicked and flies through the air according to the following function: $h(t) = -16t^2 + 47t + 3$, where h is the height of the ball (in feet) and t is the number of seconds after the ball is kicked. At what time, t , does the ball hit the ground after being kicked?

[MA.912.A.10.3 :](#)

Decide whether a given statement is always, sometimes, or never true (statements involving linear or quadratic expressions, equations, or inequalities, rational or radical expressions, or logarithmic or exponential functions).

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 09/07

Belongs to: [Mathematical Reasoning and Problem Solving](#)

Access Points:

- **[MA.912.A.10.In.b](#)**: Use estimation strategies, such as rounding, grouping, and comparing, to determine if answers are reasonable.
- **[MA.912.A.10.Su.b](#)**: Use resources, such as calculators, to verify accuracy of solutions to problems.
- **[MA.912.A.10.Pa.a](#)**: Solve real-world problems involving quantities to 10 and match the result to the correct answer to determine accuracy.

Remarks/Examples

Example 1: Alex says $x = -1$ is the solution to the following system of inequalities. Explain to Alex when $x = -1$ is a solution and when it is not a solution.

$$y \geq -\frac{1}{2}x - 3$$

$$y < 3x + 1$$



Example 2: Is the statement $(\frac{1}{d})^n = \frac{1}{d^n}$ true for all x , for some x , or for no x ?

Example 3: Let c be any constant number different than 5. Which of the following lines will always be parallel to $y = 2x + 5$? Explain your answer.

a. $y = -2x + c$

b. $y = \frac{1}{2}x + c$

c. $y = 2x + c$

d. $y = -\frac{1}{2}x + c$

[MA.912.A.2.1 :](#)

Create a graph to represent a real-world situation.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07

Belongs to: [Relations and Functions](#)

Access Points:

- [MA.912.A.2.In.a](#): Organize data from real-world situations into categories, identify the labels, and display in simple bar, line, and circle graphs.
- [MA.912.A.2.Su.a](#): Organize data from real-world situations into categories, identify the labels, and display in pictographs and bar graphs.
- [MA.912.A.2.Pa.a](#): Count objects, pictures, or symbols used in a pictograph or chart and identify total to 10.

Remarks/Examples

Example 1: Conduct an experiment as follows. Take a beverage out of a refrigerator and place it in a warm room. Measure its temperature every two minutes. Plot the temperature of the beverage as a function of time. What does the graph show about the temperature change of this beverage?

Example 2: A child walks to school at a steady pace. Plot her distance from home as a function of time. Now plot her distance to the school as a function of time.

[MA.912.A.2.13 :](#)

Solve real-world problems involving relations and functions.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 09/07

Belongs to: [Relations and Functions](#)

Remarks/Examples

Example 1: You and your parents are going to Boston. You will rent a car at Boston's Logan International Airport on a Monday morning and drop the car off in downtown Providence, RI, on the following Wednesday afternoon. Find the rates from two national car companies and plot the costs on a graph. You may choose limited or unlimited mileage plans. Decide which company offers the best deal. Explain your answer.

Example 2: A cab company charges a fixed flag rate of \$20 and \$1.40 for every mile covered. Write an expression for the total cab fare as a function of distance driven. Then solve for the total fare after the cab traveled for 36 miles.

MA.912.A.2.2 :

Interpret a graph representing a real-world situation.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07

Belongs to: [Relations and Functions](#)

Access Points:

- **MA.912.A.2.In.b:** Interpret simple bar, line, and circle graphs representing data from real-world situations.
- **MA.912.A.2.Su.b:** Identify which categories have the largest, smallest, or the same amount in pictographs and bar graphs representing real-world situations.
- **MA.912.A.2.Pa.a:** Count objects, pictures, or symbols used in a pictograph or chart and identify total to 10.

Remarks/Examples

Example: Jessica is riding a bicycle in a straight line. The graph below shows her speed as it relates to the time she has spent riding. Assign appropriate units to the labels of the axes and insert numbers to the axes. Describe what might have happened to account for this graph.



MA.912.A.2.3 :

Describe the concept of a function, use function notation, determine whether a given relation is a function, and link equations to functions.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07

Belongs to: [Relations and Functions](#)

Access Points:

- **MA.912.A.2.In.c:** Identify the mathematical relationship (function) and the type of information represented in a function table or simple graph.
- **MA.912.A.2.Su.c:** Identify number patterns and relationships using physical and visual models representing real-world situations.

MA.912.A.2.Pa.b: Compare sets to 10 of objects, pictures, or symbols using one-to-one correspondence and identify which has more or less.

Remarks/Examples

Example 1: Given the relation $\{(-3, -1), (2, -1), (1, 0), (2, 5)\}$, determine if the relation can be a function.

Example 2: for $f(x)=2x+6$, find $f(3)$ and find x such that $f(x)=10$

Example 3: Given the graph of the relation below, decide if this relation is a function. Explain your reasoning.



MA.912.A.2.4 :

Determine the domain and range of a relation.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07

Belongs to: [Relations and Functions](#)

Access Points:

- **MA.912.A.2.In.d:** Use function tables and simple graphs to determine the mathematical relationship between two numbers representing real-world situations.
- **MA.912.A.2.Su.c:** Identify number patterns and relationships using physical and visual models representing real-world situations.
- **MA.912.A.2.Pa.b:** Compare sets to 10 of objects, pictures, or symbols using one-to-one correspondence and identify which has more or less.

Remarks/Examples

Example: Determine the domain and range of $f(x)=\sqrt{x}$ so that $f(x)$ is a function.

MA.912.A.3.1 :

Solve linear equations in one variable that include simplifying algebraic expressions.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07

Belongs to: [Linear Equations and Inequalities](#)

Access Points:

- **MA.912.A.3.In.a:** Solve equations with one unknown (variable) involving addition, multiplication, subtraction, and division of whole numbers representing problems in real-world situations.
- **MA.912.A.3.Su.a:** Solve number sentences (equations) involving addition and subtraction of one-digit and two-digit whole numbers based on real-world situations using visual models.
- **MA.912.A.3.Pa.a:** Identify quantities to 9 or more and add 1 more in real-world situations.
- **MA.912.A.3.Pa.b:** Identify quantities to 10 or more and take 1 away in real-world situations.

Remarks/Examples

Example 1: Solve the following equation for x: $3(2x+5) = 10x-3+2x$

Example 2: Solve the following equation for m: $\frac{1}{2}m + 2(\frac{3}{4}m-1)=\frac{1}{4}m+6$

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

Write an equation of a line given any of the following information: two points on the line, its slope and one point on the line, or its graph. Also, find an equation of a new line parallel to a given line, or perpendicular to a given line, through a given point on the new line.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07
Belongs to: [Linear Equations and Inequalities](#)

Access Points:

- [MA.912.A.3.In.h](#): Use function tables and simple graphs representing equations to make predictions for real-world situations.
- [MA.912.A.3.Su.f](#): Use function tables and simple pictographs or bar graphs representing equations to make predictions for real-world situations.
- [MA.912.A.3.Pa.e](#): Count objects, pictures, or symbols used in a pictograph or chart and identify which category has the largest quantity.

Remarks/Examples

Example 1: Find an equation of the line through the points (1, 4) and (3, 10).

Example 2: Find an equation of the line that goes through the point (5, -2) with a slope of -2

Example 3: Find an equation of the line through the point (1, 4) and perpendicular to $y = 3x + 1$.

Example 4: Find an equation of the line parallel to $y = 3x + 2$ that passes through the origin.

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

Write an equation of a line that models a data set, and use the equation or the graph to make predictions. Describe the slope of the line in terms of the data, recognizing that the slope is the rate of change.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 09/07

Belongs to: [Linear Equations and Inequalities](#)

Access Points:

- [MA.912.A.3.In.h](#): Use function tables and simple graphs representing equations to make predictions for real-world situations.
- [MA.912.A.3.Su.f](#): Use function tables and simple pictographs or bar graphs representing equations to make predictions for real-world situations.
- [MA.912.A.3.Pa.e](#): Count objects, pictures, or symbols used in a pictograph or chart and identify which category has the largest quantity.

Remarks/Examples

Example 1: As your family is traveling along an interstate, record the odometer reading every 5 minutes. See if a graph of time and distance shows that the relation is approximately linear. If so, write the equation of the line that best fits your data. Predict the time for a journey of 50 miles. What does the slope of the line represent?



Example 2: You light a candle and record its height in centimeters every minute. The results recorded as (time, height) are (0, 20), (1, 18), (2, 16), (3, 14), (4, 13), (5, 11), (6, 10), (7, 8), (9, 4), and (10, 3). Find the line of best fit to express the candle's height as a function of the time and state the meaning of the slope in terms of the burning candle.

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

Graph a linear equation or inequality in two variables with and without graphing technology. Write an equation or inequality represented by a given graph.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07

Belongs to: [Linear Equations and Inequalities](#)

Access Points:

- [MA.912.A.3.In.g](#): Create function tables and simple graphs that show the mathematical relationship between number pairs.
- [MA.912.A.3.Su.e](#): Identify the mathematical relationship between number pairs in function tables, such as +2 or -3.
- [MA.912.A.3.Pa.d](#): Sort sets of objects to 10 into groups by quantity.

Remarks/Examples

Example: On a coordinate plane, graph of the following inequality:

$$3x + 8y \geq 24$$

Example: Use a spreadsheet to create a line graph of the following function:

$$y = \left(\frac{3}{4}\right)x + 7$$

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

Identify and apply the distributive, associative, and commutative properties of real numbers and the properties of equality.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07

Belongs to: [Linear Equations and Inequalities](#)

Access Points:

- [MA.912.A.3.In.b](#): Use the commutative, associative, and equality properties of addition as strategies to solve equations involving real-world situations.
- [MA.912.A.3.In.c](#): Use the commutative and associative property of multiplication and the properties of one and zero for multiplication as strategies to solve equations involving real-world situations.
- [MA.912.A.3.Su.b](#): Use the commutative property and the additive identity

property of addition as a strategy to solve number sentences (equations).

- [MA.912.A.3.Pa.a](#): Identify quantities to 9 or more and add 1 more in real-world situations.
- [MA.912.A.3.Pa.b](#): Identify quantities to 10 or more and take 1 away in real-world situations.

Remarks/Examples

Example 1: Simplify the following expression and identify the properties used in each step:

$$3x+7=2x+1+3x$$

Example 2: Given the following solution identify the properties used to justify each step:

$$\begin{aligned}3x+7&=2x+1+3x \\3x+7&=2x + 3x+1 \\3x+7&=5x+1 \\-2x&=-6 \\x&=3\end{aligned}$$

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

Solve literal equations for a specified variable.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07

Belongs to: [Linear Equations and Inequalities](#)

Access Points:

- [MA.912.A.3.In.d](#): Solve equations involving common literal formulas related to real-world situations.
- [MA.912.A.3.Su.c](#): Solve equations involving addition and subtraction using visual models, such as a number line, in real-world situations.
- [MA.912.A.3.Pa.a](#): Identify quantities to 9 or more and add 1 more in real-world situations.
- [MA.912.A.3.Pa.b](#): Identify quantities to 10 or more and take 1 away in real-world situations.

Remarks/Examples

Example 1: Solve the following equation for p: $q=4p-11$.

Example 2: Solve the following equation for c: $ac=2b + 2c$

Example 3: The area formula for a circle is: $A = p r^2$. Solve for r.. Solve for .

Example 4: The following formula tells you how to convert degrees in Celsius to degrees in Fahrenheit:

$$F=(1.8 \times C) +32$$

Write a formula that will tell how to convert degrees in Fahrenheit to degrees in Celsius.

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

Solve and graph simple and compound inequalities in one variable and be able to justify each step in a solution.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07

Belongs to: [Linear Equations and Inequalities](#)

Access Points:

- **[MA.912.A.3.In.a](#)**: Solve equations with one unknown (variable) involving addition, multiplication, subtraction, and division of whole numbers representing problems in real-world situations.
- **[MA.912.A.3.In.e](#)**: Solve real-world equations and inequalities with one unknown (variable) using visual models to represent the procedure.
- **[MA.912.A.3.Su.d](#)**: Use the concepts of equality and inequality as strategies to solve problems involving real-world situations.
- **[MA.912.A.3.Su.a](#)**: Solve number sentences (equations) involving addition and subtraction of one-digit and two-digit whole numbers based on real-world situations using visual models.
- **[MA.912.A.3.Pa.c](#)**: Identify quantities to 10 as equal or unequal.

Remarks/Examples

Example 1: Solve the following inequality for x and then graph the solution set on a number line: $7 < 3x + 5 < 11$

Example 2: Solve the following inequality for x in the set $\{0, 1, 2, 3, 4\}$: $6x - 3 > 10$ Show your work.

Example 3: Solve the following inequality for x , explaining each step in your solution: $8x - 7 \leq 2x + 5$

[MA.912.A.3.5](#) :

Symbolically represent and solve multi-step and real-world applications that involve linear equations and inequalities.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07

Belongs to: [Linear Equations and Inequalities](#)

Access Points:

- **[MA.912.A.3.In.e](#)**: Solve real-world equations and inequalities with one unknown (variable) using visual models to represent the procedure.
- **[MA.912.A.3.Su.d](#)**: Use the concepts of equality and inequality as strategies to solve problems involving real-world situations.
- **[MA.912.A.3.Su.c](#)**: Solve equations involving addition and subtraction using visual models, such as a number line, in real-world situations.
- **[MA.912.A.3.Pa.c](#)**: Identify quantities to 10 as equal or unequal.

Remarks/Examples

Example 1: You are selling tickets for a play that cost \$3 each. You want to sell at least \$50 worth. Write and solve an inequality for the minimum

number of tickets you must sell.

Example 2: An alloy is a metal that contains combinations of different types of metal. A manufacturing company needs to make an alloy that has nickel content between 43% and 47% (based on mass). The company already has an alloy with 50% nickel and another alloy with 40% nickel. They plan to mix them to make the alloy they need. Find the least and greatest mass (in kg) of a 50% nickel alloy that should be mixed with a 40% nickel alloy to end up with 100 kilograms of an alloy containing the required percentage of nickel.

[MA.912.A.3.7 :](#)

Rewrite equations of a line into slope-intercept form and standard form.

Cognitive Complexity: Level 1: Recall | Date Adopted or Revised: 09/07

Belongs to: [Linear Equations and Inequalities](#)

Access Points:

- [MA.912.A.3.In.g](#): Create function tables and simple graphs that show the mathematical relationship between number pairs.
- [MA.912.A.3.Su.e](#): Identify the mathematical relationship between number pairs in function tables, such as +2 or -3.
- [MA.912.A.3.Pa.d](#): Sort sets of objects to 10 into groups by quantity.

Remarks/Examples

Example 1: Write the following linear equation in standard form $6y = 12 - 5x$.

Example 2: Write the equation of the line $4x + 3y = 12$ in slope-intercept form.

[MA.912.A.3.8 :](#)

Graph a line given any of the following information: a table of values, the x- and y-intercepts, two points, the slope and a point, the equation of the line in slope-intercept form, standard form, or point-slope form .

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07

Belongs to: [Linear Equations and Inequalities](#)

Access Points:

- [MA.912.A.3.In.g](#): Create function tables and simple graphs that show the mathematical relationship between number pairs.
- [MA.912.A.3.Su.e](#): Identify the mathematical relationship between number pairs in function tables, such as +2 or -3.
- [MA.912.A.3.Pa.d](#): Sort sets of objects to 10 into groups by quantity.

Remarks/Examples

Example 1: Graph the equation $3x - y = 2$.

Example 2: Graph the equation $y = \frac{1}{2}x + 2$

Example 3: Graph the line that contains (3,0) and has a slope of $-\frac{3}{2}$.

[MA.912.A.3.9 :](#)

Determine the slope, x-intercept, and y-intercept of a line given its graph, its

equation, or two points on the line.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07

Belongs to: [Linear Equations and Inequalities](#)

Access Points:

- **MA.912.A.3.In.g:** Create function tables and simple graphs that show the mathematical relationship between number pairs.
- **MA.912.A.3.Su.e:** Identify the mathematical relationship between number pairs in function tables, such as +2 or -3.
- **MA.912.A.3.Pa.d:** Sort sets of objects to 10 into groups by quantity.

Remarks/Examples

Example: Find the slope and y-intercept of the line described by the equation $4x + 6y = 9$.

MA.912.D.7.1 :

Perform set operations such as union and intersection, complement, and cross product.

Cognitive Complexity: Level 1: Recall | Date Adopted or Revised: 09/07

Belongs to: [Set Theory](#)

Access Points:

- **MA.912.D.7.In.a:** Identify and sort elements in two sets, combine the sets to identify elements in either set to form a union, and identify the elements that are in both sets (intersection) using physical and visual models.
- **MA.912.D.7.Su.a:** Sort elements into two sets and combine elements in either set to form a union using physical and visual models.
- **MA.912.D.7.Pa.a:** Sort the common element in two sets of objects.

Remarks/Examples

Example: Let $A=\{1,2,3\}$ and $B=\{2,4,5\}$ be two sets in universe $U=\{1,2,3,4,5,6\}$. Find the union of A and B and the complement of B. Find $A \cap B$.

MA.912.D.7.2 :

Use Venn diagrams to explore relationships and patterns and to make arguments about relationships between sets.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07

Belongs to: [Set Theory](#)

Access Points:

- **MA.912.D.7.In.b:** Use Venn diagrams to represent the elements in both sets (intersection) of two sets.
- **MA.912.D.7.Su.b:** Use physical models to identify elements from both sets that belong together (intersection).
- **MA.912.D.7.Pa.a:** Sort the common element in two sets of objects.

Remarks/Examples

Example: Use a Venn diagram to give an argument that the intersection of A and B is a

subset of the union of A and B.

MA.912.G.1.4 :

Use coordinate geometry to find slopes, parallel lines, perpendicular lines, and equations of lines.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07
 Belongs to: [Points, Lines, Angles, and Planes](#)

Access Points:

- **MA.912.G.1.In.c:** Locate and identify points on coordinate planes, such as line graphs or maps, using ordered pairs of numbers.
- **MA.912.G.1.Su.d:** Locate specified points on a coordinate plane, such as a simple map represented on a grid.
- **MA.912.G.1.Pa.c:** Solve real-world problems involving points, lines, angles, and areas (planes) using directional and positional language.

Remarks/Examples

Example 1: Given points P(2, -1), Q(-4, 2), and M(5,3), find the coordinates of a point N such that \vec{PQ} and \vec{MN} are parallel. Find coordinates of a point K such that \vec{MK} is perpendicular to \vec{PQ} .

RELATED GLOSSARY TERM DEFINITIONS (63)

Absolute value:	A number's distance from zero on a number line. Distance is expressed as a positive value.
Algebraic expression:	An expression that includes at least one variable. Algebraic expressions do not contain equality or inequality symbols (= or ≠).
Area:	The number of square units needed to cover a surface.
Axes:	The horizontal and vertical number lines used in a coordinate plane system.
Chart:	A data display that presents information in columns and rows.
Constant:	Any value that does not change.
Coordinate plane:	A two-dimensional network of horizontal and vertical lines that are parallel and evenly-spaced; especially designed for locating points, displaying data, or drawing maps.
Coordinate:	Numbers that correspond to points on a coordinate plane in the form (x, y), or a number that corresponds to a point on a number line.

Domain:	The set of values of the independent variable(s) for which a function or relation is defined.
Equation:	A mathematical sentence stating that the two expressions have the same value. Also read the definition of equality.
Equivalent:	Having the same value.
Estimate:	Is an educated guess for an unknown quantity or outcome based on known information. An estimate in computation may be found by rounding, by using front-end digits, by clustering, or by using compatible numbers to compute.
Expression:	A mathematical phrase that contains variables, functions, numbers, and/or operations. An expression does not contain equal or inequality signs.
Formula:	A rule that shows the relationship between two or more quantities; involving numbers and/or variables.
Geometry:	The branch of mathematics that explores the position, size, and shape of figures.
Height:	A line segment extending from the vertex or apex of a figure to its base and forming a right angle with the base or plane that contains the base.
Hypotenuse:	The longest side of a right triangle; the side opposite the right angle.
Integers:	The numbers in the set {...-4, -3, -2, -1, 0, 1, 2, 3, 4...}.
Intersection:	The intersection of two sets A and B is the set of elements common to A and B. For lines or curves, it is the point at which lines or curves meet; for planes, it is the line where planes meet.
Irrational number:	A real number that cannot be expressed as a ratio of two integers.
Length:	A one-dimensional measure that is the measurable property of line segments.
Line:	A collection of an infinite number of points in a straight pathway with unlimited length and having no width.
Line graph:	A collection of an infinite number of points in a straight pathway with unlimited length and having no width.
Linear equation:	An algebraic equation in which the variable quantity or quantities are raised to the zero or first power.
Literal equations:	An equation that contains more than one variable; an implicit equation; often mathematical formula.
Mass:	The amount of matter of an object.
Model:	To represent a mathematical situation with manipulatives (objects), pictures, numbers or symbols.
Number line:	A line of infinite extent whose points correspond to the real numbers according to

	their distance in a positive or negative direction from a point arbitrarily taken as zero.
Operation:	Any mathematical process, such as addition, subtraction, multiplication, division, raising to a power, or finding the square root.
Origin:	The point of intersection of the x- and y-axes in a rectangular coordinate system, where the x-coordinate and y-coordinate are both zero. On a number line, the origin is the 0 point. In three dimensions, the origin is the point (0, 0, 0).
Parallel lines:	Two lines in the same plane that are a constant distance apart. Parallel lines have equal slopes.
Pattern:	A predictable or prescribed sequence of numbers, objects, etc. Patterns and relationships may be described or presented using multiple representations such as manipulatives, tables, graphics (pictures or drawings), or algebraic rules (functions).
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.
Perpendicular:	Two lines, two line segments, or two planes are said to be perpendicular when they intersect at a right angle.
Plot:	To locate a point by means of coordinates, or a curve by plotted points, or to represent an equation by means of a curve so constructed.
Point:	A specific location in space that has no discernable length or width.
Product:	The result of multiplying numbers together.
Properties of Equality:	1) A balanced equation will remain balanced if you add, subtract, multiply or divide both sides by the same number. 2) A quantity equal to another quantity can be substituted for it. Reflexive property: $a=a$ Symmetric property: If $a=b$ then $b=a$. Transitive property: If $a=b$ and $b=c$ then $a=c$.
Rate:	A ratio that compares two quantities of different units.
Rate of change:	The ratio of change in one quantity to the corresponding change in another quantity.
Real number:	The set of all rational and irrational numbers.
Relation:	A relation from A to B is any subset of the cross product (Cartesian product) of A and B.
Right triangle:	A triangle having an interior right angle.

Set:	A set is a finite or infinite collection of distinct objects in which order has no significance.
Simplify:	The process of converting a fraction or mixed number, to an equivalent fraction, or mixed number, in which the greatest common factor of the numerator and the denominator of the fraction is one. Simplify also refers to using the rules of arithmetic and algebra to rewrite an expression as simply as possible.
Square:	A rectangle with four congruent sides; also, a rhombus with four right angles.
Table:	A data display that organizes information about a topic into categories using rows and columns.
Unit:	A determinate quantity (as of length, time, heat, or value) adopted as a standard of measurement.
Variable:	Any symbol, usually a letter, which could represent a number. A variable might vary as in $f(x)=2x+1$, or a variable might be fixed as in $2x+1=5$.
Circle:	A closed plane figure with all points of the figure the same distance from the center. The equation for a circle with center (h, k) and radius r is: $(x - h)^2 + (y - k)^2 = r^2$
Commutative property:	The order in which two numbers are added or multiplied does not change their sum or product, respectively (e.g., $2 + 3 = 3 + 2$, or $4 \times 7 = 7 \times 4$).
Exponent (exponential form):	The number of times the base occurs as a factor, for example 2^3 is the exponential form of $2 \times 2 \times 2$. The number two (2) is called the base, and the number three (3) is called the exponent.
Exponential Function:	A function of the form $y = ab^{cx+d} + e$, where a, b, c, d, e, x are real numbers, a, b, c are nonzero, $b \neq 1$, and $b > 0$.
Function:	A relation in which each value of x is paired with a unique value of y . More formally, a function from A to B is a relation f such that every $a \in A$ is uniquely associated with an object $F(a) \in B$.
Inequality:	A sentence that states one expression is greater than ($>$), greater than or equal to (\geq), less than ($<$), less than or equal to (\leq), another expression.
Radical:	The symbol $\sqrt[n]{x}$ used to indicate a root. The expression $\sqrt[n]{x}$ is therefore read "x radical n" or "the nth root of x." A radical without an index number is understood to be a square root.
Rational Number:	A number that can be expressed as a ratio a/b , where a and b are integers and $b \neq 0$.
Scientific Notation:	A shorthand method of writing very large or very small numbers using exponents in which a number is expressed as the product of a integer power of 10 and a number

	that is greater than or equal to one (1) and less than 10 (e.g., $7.59 \times 10^5 = 759,000$).
Slope:	The ratio of change in the vertical axis (y-axis) to each unit change in the horizontal axis (x-axis) in the form rise/run or $\frac{y}{x}$. Also the constant, m , in the linear equation for the slope-intercept form $y = mx + b$, where $m = \frac{y_2 - y_1}{x_2 - x_1}$
Volume:	A measure of the amount of space an object takes up; also the loudness of a sound or signal.
Width:	The shorter length of a two-dimensional figure. The width of a box is the horizontal distance from side to side (usually defined to be greater than the depth, the horizontal distance from front to back).
x-intercept:	The value of x at the point where a line or a curve intersects the x-axis. The value of y is zero at this point.
y-intercept:	the value of y at the point where a line or a curve intersects the y-axis. The value of x is zero at this point.



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Course: 7912070 Access Liberal Arts Mathematics-

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BASIC INFORMATION

Course Title:	Access Liberal Arts Mathematics
Course Number:	7912070
Course Abbreviated Title:	ACCESS LIB ARTS MATH
Course Path:	Section: Exceptional Student Education Grade Group: Senior High and Adult Subject: Academics - Subject Areas
Number of Credits:	Course may be taken for up to two credits
Course length:	Year (Y)
Course Type:	Core
Status:	State Board Approved
Requires Highly Qualified Teacher(HQT)?	Yes
Course Size?	Yes
No Child Left Behind (NCLB)?	Yes
General Notes:	<p>Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent), which reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.</p> <p>The study of mathematics provides the means to organize, understand, and predict life's events in quantifiable terms. Organizing life using numbers allows us to keep accurate records of objects and events, such as quantity, sequence, time, and money. Using numbers to understand the relationship between relative quantities or characteristics allows us to accurately problem solve and predict future</p>

outcomes of quantifiable events as conditions change. Many of life's typical activities require competency in using numbers, operations, and algebraic thinking (e.g., counting, measuring, comparison shopping), geometric principles (e.g., shapes, area, volume), and data analysis (e.g., organizing information to suggest conclusions). Some students with significant cognitive disabilities will access and use traditional mathematical symbols and abstractions, while others may apply numeric principles using concrete materials in real-life activities. In any case, mathematics is one of the most useful skill sets and essential for students with significant cognitive disabilities. It provides a means to organize life and solve problems involving quantity and patterns, making life more orderly and predictable.

The purpose of this course is to develop the algebraic and geometric concepts and processes that can be used to analyze and solve a variety of routine and non-routine real-world and mathematical problems. The content should include, but not be limited to, the following:

- content-related vocabulary
- operations using real numbers in real-world problems
- patterns, relations, and functions, including tables, sequences, and graphs
- graphs to summarize data and predict outcomes
- variables and their impact on outcomes
- properties of size, shape, position, and space
- varied solution strategies to solve real-world problems

RELATED ACCESS POINTS: Independent(25) Supported(28) Participatory(22) Core Content Connector(0)

MA.912.A.1.3 :

Simplify real number expressions using the laws of exponents.

Cognitive Complexity: Level 1: Recall | Date Adopted or Revised: 09/07

Belongs to: [Real and Complex Number Systems](#)

Access Points:

- [MA.912.A.1.In.e](#): Simplify fractions and decimals by reducing to lowest terms.
- [MA.912.A.1.In.f](#): Simplify fractions greater than 1, such as $\frac{8}{4}$, by using division facts.
- [MA.912.A.1.Su.d](#): Simplify whole numbers to 100 using place value and grouping with visual representation.
- [MA.912.A.1.Pa.c](#): Demonstrate one-to-one correspondence by counting objects or actions to 10.

Remarks/Examples

Example 1: Simplify $5^3 * 5^{11}$.

Example 2: Simplify $(5^3)^2$

[MA.912.A.1.4](#) :

Perform operations on real numbers (including integer exponents, radicals, percents, scientific notation, absolute value, rational numbers, irrational numbers) using multi-step and real-world problems.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07

Belongs to: [Real and Complex Number Systems](#)

Access Points:

- **[MA.912.A.1.In.g](#)**: Select the operation and solve two-step mathematical problems involving addition, subtraction, multiplication, and division of two- and three-digit numbers in real-world situations using problem-solving strategies, such as recognizing symbols and key info
- **[MA.912.A.1.Su.e](#)**: Use repeated addition of the same number to solve one-digit multiplication facts and repeated subtraction of the same number to solve one-digit division facts in real-world situations.
- **[MA.912.A.1.Su.f](#)**: Select the operation and solve one-step mathematical problems involving addition and subtraction of one-digit and two-digit numbers in real-world situations using physical and visual representations and problem-solving strategies, such as recognizing key information and symbols.
- **[MA.912.A.1.Pa.d](#)**: Identify a given quantity to 9 and add 1 more to solve problems.
- **[MA.912.A.1.Pa.e](#)**: Identify a given quantity to 10 and take away 1 to solve problems.

Remarks/Examples

Example 1: If the length of one leg of a right triangle is 6 inches and the length of the hypotenuse is 10 inches, what is the length of the other leg?

Example 2: Earth's volume is approximately 1.08×10^{12} km³. Sun's volume is approximately 1.41×10^{18} km³. How many times is the Sun larger than the Earth?

[MA.912.A.2.1](#) :

Create a graph to represent a real-world situation.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07

Belongs to: [Relations and Functions](#)

Access Points:

- **[MA.912.A.2.In.a](#)**: Organize data from real-world situations into categories, identify the labels, and display in simple bar, line, and circle graphs.
- **[MA.912.A.2.Su.a](#)**: Organize data from real-world situations into categories, identify the labels, and display in pictographs and bar graphs.
- **[MA.912.A.2.Pa.a](#)**: Count objects, pictures, or symbols used in a pictograph or chart and identify total to 10.

Remarks/Examples

Example 1: Conduct an experiment as follows. Take a beverage out of a refrigerator and place it in a warm room. Measure its temperature every two minutes. Plot the temperature of the beverage as a function of time. What does the graph show about the temperature change of this beverage?

Example 2: A child walks to school at a steady pace. Plot her distance from home as a function of time. Now plot her distance to the school as a function of time.

[MA.912.A.2.2](#) :

Interpret a graph representing a real-world situation.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07

Belongs to: [Relations and Functions](#)

Access Points:

- [MA.912.A.2.In.b](#): Interpret simple bar, line, and circle graphs representing data from real-world situations.
- [MA.912.A.2.Su.b](#): Identify which categories have the largest, smallest, or the same amount in pictographs and bar graphs representing real-world situations.
- [MA.912.A.2.Pa.a](#): Count objects, pictures, or symbols used in a pictograph or chart and identify total to 10.

Remarks/Examples

Example: Jessica is riding a bicycle in a straight line. The graph below shows her speed as it relates to the time she has spent riding. Assign appropriate units to the labels of the axes and insert numbers to the axes. Describe what might have happened to account for this graph.



[MA.912.A.2.3](#) :

Describe the concept of a function, use function notation, determine whether a given relation is a function, and link equations to functions.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07

Belongs to: [Relations and Functions](#)

Access Points:

- [MA.912.A.2.In.c](#): Identify the mathematical relationship (function) and the type of information represented in a function table or simple graph.
- [MA.912.A.2.Su.c](#): Identify number patterns and relationships using physical and visual models representing real-world situations.

MA.912.A.2.Pa.b: Compare sets to 10 of objects, pictures, or symbols using one-to-one correspondence and identify which has more or less.

Remarks/Examples

Example 1: Given the relation $\{(-3, -1), (2, -1), (1, 0), (2, 5)\}$, determine if the relation can be a function.

Example 2: for $f(x)=2x+6$, find $f(3)$ and find x such that $f(x)=10$

Example 3: Given the graph of the relation below, decide if this relation is a function. Explain your reasoning.



MA.912.A.3.10 :

Write an equation of a line given any of the following information: two points on the line, its slope and one point on the line, or its graph. Also, find an equation of a new line parallel to a given line, or perpendicular to a given line, through a given point on the new line.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07
Belongs to: [Linear Equations and Inequalities](#)

Access Points:

- **MA.912.A.3.In.h:** Use function tables and simple graphs representing equations to make predictions for real-world situations.
- **MA.912.A.3.Su.f:** Use function tables and simple pictographs or bar graphs representing equations to make predictions for real-world situations.
- **MA.912.A.3.Pa.e:** Count objects, pictures, or symbols used in a pictograph or chart and identify which category has the largest quantity.

Remarks/Examples

Example 1: Find an equation of the line through the points (1, 4) and (3, 10).

Example 2: Find an equation of the line that goes through the point (5, -2) with a slope of -2

Example 3: Find an equation of the line through the point (1, 4) and perpendicular to $y = 3x + 1$.

Example 4: Find an equation of the line parallel to $y = 3x + 2$ that passes through the origin.

MA.912.A.3.11 :

Write an equation of a line that models a data set, and use the equation or the graph to make predictions. Describe the slope of the line in terms of the data, recognizing that the slope is the rate of change.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 09/07

Belongs to: [Linear Equations and Inequalities](#)

Access Points:

- [MA.912.A.3.In.h](#): Use function tables and simple graphs representing equations to make predictions for real-world situations.
- [MA.912.A.3.Su.f](#): Use function tables and simple pictographs or bar graphs representing equations to make predictions for real-world situations.
- [MA.912.A.3.Pa.e](#): Count objects, pictures, or symbols used in a pictograph or chart and identify which category has the largest quantity.

Remarks/Examples

Example 1: As your family is traveling along an interstate, record the odometer reading every 5 minutes. See if a graph of time and distance shows that the relation is approximately linear. If so, write the equation of the line that best fits your data. Predict the time for a journey of 50 miles. What does the slope of the line represent?

Example 2: You light a candle and record its height in centimeters every minute. The results recorded as (time, height) are (0, 20), (1, 18), (2, 16), (3, 14), (4, 13), (5, 11), (6, 10), (7, 8), (9, 4), and (10, 3). Find the line of best fit to express the candle's height as a function of the time and state the meaning of the slope in terms of the burning candle.

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

Use a graph to approximate the solution of a system of linear equations or inequalities in two variables with and without technology.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07

Belongs to: [Linear Equations and Inequalities](#)

Access Points:

- [MA.912.A.3.In.h](#): Use function tables and simple graphs representing equations to make predictions for real-world situations.
- [MA.912.A.3.Su.f](#): Use function tables and simple pictographs or bar graphs representing equations to make predictions for real-world situations.
- [MA.912.A.3.Pa.e](#): Count objects, pictures, or symbols used in a pictograph or chart and identify which category has the largest quantity.

Remarks/Examples

Example 1: Graph $3y - x = 0$ and $2x + 4y = 15$ on the same coordinate system. Determine whether the lines intersect. If so, find the point of intersection.

Example 2: Graph the following inequalities and shade the region (if any) on the coordinate plane where both inequalities are true: $y \leq 4$ and $x + y \leq 5$

Example 3: Approximate the solution, if any, for the following system of linear equations:

$$\begin{cases} y = \frac{-1}{4}x + 9 \\ y = 8 \end{cases}$$

Example 4: Explain why (4,-3) is a solution to the following system of inequalities:

$$\begin{cases} y < 3x + 1 \\ x > 2 \end{cases}$$

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

Solve literal equations for a specified variable.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07

Belongs to: [Linear Equations and Inequalities](#)

Access Points:

- **[MA.912.A.3.In.d](#)**: Solve equations involving common literal formulas related to real-world situations.
- **[MA.912.A.3.Su.c](#)**: Solve equations involving addition and subtraction using visual models, such as a number line, in real-world situations.
- **[MA.912.A.3.Pa.a](#)**: Identify quantities to 9 or more and add 1 more in real-world situations.
- **[MA.912.A.3.Pa.b](#)**: Identify quantities to 10 or more and take 1 away in real-world situations.

Remarks/Examples

Example 1: Solve the following equation for p: $q=4p-11$.

Example 2: Solve the following equation for c: $ac=2b + 2c$

Example 3: The area formula for a circle is: $A = p r^2$. Solve for r.. Solve for .

Example 4: The following formula tells you how to convert degrees in Celsius to degrees in Fahrenheit:

$$F=(1.8 \times C) +32$$

Write a formula that will tell how to convert degrees in Fahrenheit to degrees in Celsius.

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

Solve and graph simple and compound inequalities in one variable and be able to justify each step in a solution.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07

Belongs to: [Linear Equations and Inequalities](#)

Access Points:

- **[MA.912.A.3.In.a](#)**: Solve equations with one unknown (variable) involving addition, multiplication, subtraction, and division of whole numbers representing problems in real-world situations.
- **[MA.912.A.3.In.e](#)**: Solve real-world equations and inequalities with one unknown (variable) using visual models to represent the procedure.

- [MA.912.A.3.Su.d](#): Use the concepts of equality and inequality as strategies to solve problems involving real-world situations.
- [MA.912.A.3.Su.a](#): Solve number sentences (equations) involving addition and subtraction of one-digit and two-digit whole numbers based on real-world situations using visual models.
- [MA.912.A.3.Pa.c](#): Identify quantities to 10 as equal or unequal.

Remarks/Examples

Example 1: Solve the following inequality for x and then graph the solution set on a number line: $7 < 3x + 5 < 11$

Example 2: Solve the following inequality for x in the set $\{0, 1, 2, 3, 4\}$: $6x - 3 > 10$ Show your work.

Example 3: Solve the following inequality for x , explaining each step in your solution: $8x - 7 \leq 2x + 5$

[MA.912.A.3.5](#) :

Symbolically represent and solve multi-step and real-world applications that involve linear equations and inequalities.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07

Belongs to: [Linear Equations and Inequalities](#)

Access Points:

- [MA.912.A.3.In.e](#): Solve real-world equations and inequalities with one unknown (variable) using visual models to represent the procedure.
- [MA.912.A.3.Su.d](#): Use the concepts of equality and inequality as strategies to solve problems involving real-world situations.
- [MA.912.A.3.Su.c](#): Solve equations involving addition and subtraction using visual models, such as a number line, in real-world situations.
- [MA.912.A.3.Pa.c](#): Identify quantities to 10 as equal or unequal.

Remarks/Examples

Example 1: You are selling tickets for a play that cost \$3 each. You want to sell at least \$50 worth. Write and solve an inequality for the minimum number of tickets you must sell.

Example 2: An alloy is a metal that contains combinations of different types of metal. A manufacturing company needs to make an alloy that has nickel content between 43% and 47% (based on mass). The company already has an alloy with 50% nickel and another alloy with 40% nickel. They plan to mix them to make the alloy they need. Find the least and greatest mass (in kg) of a 50% nickel alloy that should be mixed with a 40% nickel alloy to end up with 100 kilograms of an alloy containing the required percentage of nickel.

[MA.912.A.3.7](#) :

Rewrite equations of a line into slope-intercept form and standard form.

Cognitive Complexity: Level 1: Recall | Date Adopted or Revised: 09/07

Belongs to: [Linear Equations and Inequalities](#)

Access Points:

- [MA.912.A.3.In.g](#): Create function tables and simple graphs that show the mathematical relationship between number pairs.
- [MA.912.A.3.Su.e](#): Identify the mathematical relationship between number pairs in function tables, such as +2 or -3.
- [MA.912.A.3.Pa.d](#): Sort sets of objects to 10 into groups by quantity.

Remarks/Examples

Example 1: Write the following linear equation in standard form $6y = 12 - 5x$.

Example 2: Write the equation of the line $4x + 3y = 12$ in slope-intercept form.

[MA.912.A.3.8](#) :

Graph a line given any of the following information: a table of values, the x- and y-intercepts, two points, the slope and a point, the equation of the line in slope-intercept form, standard form, or point-slope form .

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07

Belongs to: [Linear Equations and Inequalities](#)

Access Points:

- [MA.912.A.3.In.g](#): Create function tables and simple graphs that show the mathematical relationship between number pairs.
- [MA.912.A.3.Su.e](#): Identify the mathematical relationship between number pairs in function tables, such as +2 or -3.
- [MA.912.A.3.Pa.d](#): Sort sets of objects to 10 into groups by quantity.

Remarks/Examples

Example 1: Graph the equation $3x - y = 2$.

Example 2: Graph the equation $y = \frac{1}{2}x + 2$

Example 3: Graph the line that contains (3,0) and has a slope of $-\frac{3}{2}$.

[MA.912.A.3.9](#) :

Determine the slope, x-intercept, and y-intercept of a line given its graph, its equation, or two points on the line.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07

Belongs to: [Linear Equations and Inequalities](#)

Access Points:

- [MA.912.A.3.In.g](#): Create function tables and simple graphs that show the mathematical relationship between number pairs.
- [MA.912.A.3.Su.e](#): Identify the mathematical relationship between number pairs in function tables, such as +2 or -3.
- [MA.912.A.3.Pa.d](#): Sort sets of objects to 10 into groups by quantity.

Remarks/Examples

Example: Find the slope and y-intercept of the line described by the equation $4x + 6y = 9$.

[MA.912.A.7.2](#) :

Solve quadratic equations over the real numbers by factoring and by using the quadratic formula.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07
Belongs to: [Quadratic Equations](#)

Access Points:

- **[MA.912.A.7.In.b](#)**: Compare quantities from real-world situations represented on a graph and explain similarities and differences.
- **[MA.912.A.7.Su.b](#)**: Compare quantities from similar real-world situations represented on a graph.
- **[MA.912.A.7.Pa.a](#)**: Compare the number of objects, pictures, or symbols used in a three-category pictograph to identify which groups have more or less.

Remarks/Examples

Example 1: Solve the following equation for x :
 $x^2 - 3x + 2 = 0$

Example 2: Solve the following equation for x :
 $x^2 - 7x + 9 = 0$

[MA.912.G.1.1](#) :

Find the lengths and midpoints of line segments in two-dimensional coordinate systems.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07
Belongs to: [Points, Lines, Angles, and Planes](#)

Access Points:

- **[MA.912.G.1.In.a](#)**: Find the length and midpoint of line segments in real-world situations.
- **[MA.912.G.1.Su.a](#)**: Determine the midpoint of a line segment.
- **[MA.912.G.1.Pa.a](#)**: Recognize the ends and middle of a line segment.

Remarks/Examples

Example: Find the length and midpoint of the line segment joining the points A (3, -8) and B (9, 0).

[MA.912.G.1.4](#) :

Use coordinate geometry to find slopes, parallel lines, perpendicular lines, and equations of lines.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07
Belongs to: [Points, Lines, Angles, and Planes](#)

Access Points:

- **[MA.912.G.1.In.c](#)**: Locate and identify points on coordinate planes, such as line graphs or maps, using ordered pairs of numbers.

- **MA.912.G.1.Su.d:** Locate specified points on a coordinate plane, such as a simple map represented on a grid.
- **MA.912.G.1.Pa.c:** Solve real-world problems involving points, lines, angles, and areas (planes) using directional and positional language.

Remarks/Examples

Example 1: Given points P(2, -1), Q(-4, 2), and M(5,3), find the coordinates of a point N such that \vec{PQ} and \vec{MN} are parallel. Find coordinates of a point K such that \vec{MK} is perpendicular to \vec{PQ} .

MA.912.G.2.3 :

Use properties of congruent and similar polygons to solve mathematical or real-world problems.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 09/07

Belongs to: [Polygons](#)

Access Points:

- **MA.912.G.2.In.c:** Identify triangles and rectangles that are the same shape and size (congruent) and same shape, but not same size (similar) using physical and visual models.
- **MA.912.G.2.Su.c:** Match triangles and rectangles that are same shape, but different size (similar) using physical and visual models.
- **MA.912.G.2.Pa.b:** Match two or more objects with polygons based on a given feature in real-world situations.

Remarks/Examples

Example: Suppose a building is in the shape of a regular hexagon. The architect wants to put walkways as indicated. Show that the triangles formed are equal in size and shape.



MA.912.G.2.5 :

Explain the derivation and apply formulas for perimeter and area of polygons (triangles, quadrilaterals, pentagons, etc.).

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07
Belongs to: [Polygons](#)

Access Points:

- **MA.912.G.2.In.e:** Find the perimeter and area of rectangles to solve real-world problems.
- **MA.912.G.2.Su.e:** Solve real-world problems involving perimeter using visual models.
- **MA.912.G.2.Su.f:** Solve real-world problems to find area of a rectangle to identify total square units using visual models.
- **MA.912.G.2.Pa.c:** Identify objects, pictures, or signs with polygons in real-world situations.

Remarks/Examples

Example 1: A rectangle of area 360 square yards is ten times as long as it is wide. Find its length and width.

Example 2: Explain the derivation of the formula for the area of a triangle.

Example 3: The design below is called the Ohio Star. Assuming that it measures 9 inches by 9 inches, calculate the total area of all the orange patches, the total area of all the yellow patches, and the total area of all the green patches. How much fabric of each color will you need to cover an area that measures 72 inches by 90 inches?



[MA.912.G.2.7 :](#)

Determine how changes in dimensions affect the perimeter and area of common geometric figures.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07

Belongs to: [Polygons](#)

Access Points:

- [MA.912.G.2.Su.g](#): Identify the effect of changes in the lengths of sides of rectangles on perimeter using physical and visual models.
- [MA.912.G.2.Pa.c](#): Identify objects, pictures, or signs with polygons in real-world situations.

Remarks/Examples

Example: If the lengths of each side of a trapezoid are tripled, determine the change in its area, and justify your answer.

[MA.912.G.3.1 :](#)

Describe, classify, and compare relationships among quadrilaterals including the square, rectangle, rhombus, parallelogram, trapezoid, and kite.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07

Belongs to: [Quadrilaterals](#)

Access Points:

- [MA.912.G.3.In.a](#): Identify four-sided shapes (quadrilaterals), such as square, rectangle, rhombus, and diamond, in the environment using visual models.
- [MA.912.G.3.Su.a](#): Identify four-sided shapes (quadrilaterals), such as square, rectangle, and diamond, in the environment using physical and visual models.
- [MA.912.G.3.Pa.a](#): Identify objects, pictures, or signs with four-sided shapes (quadrilaterals) in real-world situations.

Remarks/Examples

This benchmark examines properties of quadrilaterals one at a time.

Example: Explore a trapezoid through manipulatives, drawings and/or technology. Draw the diagonals and determine whether they are perpendicular. Give a convincing argument that your judgment is correct.

MA.912.G.4.4 :

Use properties of congruent and similar triangles to solve problems involving lengths and areas.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07
Belongs to: [Triangles](#)

Access Points:

- **MA.912.G.4.In.c:** Measure sides and angles of triangles to determine whether triangles are the same size and shape (congruent) or the same shape, but different size (similar).
- **MA.912.G.4.Su.b:** Measure the length of sides of triangles to verify if two triangles are the same shape and size (congruent).
- **MA.912.G.4.Pa.b:** Match two or more objects with a triangle based on a given feature, such as the length of the side or size of the angle, in real-world situations.

Remarks/Examples

Example: Of two similar triangles, the second has sides half the length of the first. The area of the first triangle is 20 cm^2 . What is the area of the second triangle?

MA.912.G.5.3 :

Use special right triangles ($30^\circ - 60^\circ - 90^\circ$ and $45^\circ - 45^\circ - 90^\circ$) to solve problems.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07
Belongs to: [Right Triangles](#)

Access Points:

- **MA.912.G.5.In.b:** Identify examples of different kinds of right triangles in the environment using physical models.
- **MA.912.G.5.Su.b:** Locate the right angle of right triangles and side opposite the right angle (hypotenuse) in the environment.
- **MA.912.G.5.Pa.a:** Identify objects, pictures, or signs with a right triangle.
- **MA.912.G.5.Pa.b:** Match objects, pictures, or signs with a right triangle by a given feature, such as length of sides.

Remarks/Examples

Example: An isosceles right triangle has one leg 6 cm long. Find the lengths of the other two sides.

MA.912.G.7.5 :

Explain and use formulas for lateral area, surface area, and volume of solids.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07
Belongs to: [Polyhedra and Other Solids](#)

Access Points:

- **MA.912.G.7.In.c:** Measure rectangular prisms to find the volume using the

literal formula: length x width x height.

- [MA.912.G.7.Su.b](#): Compare volumes of three-dimensional solids in real-world situations.
- [MA.912.G.7.Pa.b](#): Match two or more objects with three-dimensional solids based on a given feature, such as the number of faces or overall size, in real-world situations.

Remarks/Examples

Example: A gold class ring is dropped into a glass that is a right cylinder with a 6 cm diameter. The water level rises 1 mm. What is the volume of the ring? Example: Given the composite solid consisting of a hemisphere and a cone, calculate the surface area and the volume.



[MA.912.G.7.7](#) :

Determine how changes in dimensions affect the surface area and volume of common geometric solids.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07

Belongs to: [Polyhedra and Other Solids](#)

Access Points:

- [MA.912.G.7.Su.c](#): Identify that changes in the lengths of sides of cubes or rectangular prisms will make the volume smaller or larger using physical models.
- [MA.912.G.7.Pa.b](#): Match two or more objects with three-dimensional solids based on a given feature, such as the number of faces or overall size, in real-world situations.

Remarks/Examples

Example: Explain how changing the radius or height of a cylinder affects its surface area and volume.

[MA.912.G.8.2](#) :

Use a variety of problem-solving strategies, such as drawing a diagram, making a chart, guess-and-check, solving a simpler problem, writing an equation, and working backwards.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07

Belongs to: [Mathematical Reasoning and Problem Solving](#)

Remarks/Examples

Example: How far does the tip of the minute hand of a clock move in 20 minutes if the tip is 4 inches from the center of the clock?

[MA.912.G.8.3](#) :

Determine whether a solution is reasonable in the context of the original situation.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07

Belongs to: [Mathematical Reasoning and Problem Solving](#)

Access Points:

- [MA.912.G.8.In.a](#): Use problem-solving strategies, including visual and physical models and tools, for solving real-world problems involving geometry concepts and skills.
- [MA.912.G.8.Su.b](#): Use given problem-strategies, including using visual or physical models, for solving real-world problems involving geometry concepts and skills.
- [MA.912.G.8.Pa.a](#): Solve real-world problems involving objects with two- and three-dimensional shapes and match the result to the correct answer to determine accuracy.

Remarks/Examples

Example: The area of a circle is 49p and George determined that the diameter is 7. Is his answer reasonable? Why or why not?

[MA.912.S.3.1](#) :

Read and interpret data presented in various formats. Determine whether data is presented in appropriate format, and identify possible corrections. Formats to include:

- bar graphs
- line graphs
- stem and leaf plots
- circle graphs
- histograms
- box and whiskers plots
- scatter plots
- cumulative frequency (ogive) graphs

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07
 Belongs to: [Summarizing Data \(Descriptive Statistics\)](#)

Access Points:

- [MA.912.S.3.In.a](#): Describe information in bar graphs, circle graphs, and single-line graphs representing data from real-world situations.
- [MA.912.S.3.Su.a](#): Identify information in simple pictographs and bar graphs that represent data from real-world situations.
- [MA.912.S.3.Pa.a](#): Identify quantity in data sets of 10 by counting objects, pictures, or symbols and identify which category has more, less, or none.

Remarks/Examples

Example: The chart below shows the average daily high and low temperatures in an Australian city. What is the average high temperature in January? What is the average low temperature in March? Which month has higher temperatures, January or April? Can you think of a reason for this?
 Example: Compare the distributions of pulse rates for males and females by interpreting the following box and whisker plots:



MA.912.S.3.2 :

Collect, organize, and analyze data sets, determine the best format for the data and present visual summaries from the following:

- bar graphs
- line graphs
- stem and leaf plots
- circle graphs
- histograms
- box and whisker plots
- scatter plots
- cumulative frequency (ogive) graphs

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 09/07

Belongs to: [Summarizing Data \(Descriptive Statistics\)](#)

Access Points:

- **[MA.912.S.3.In.b](#)**: Collect data and display in single-line graphs, circle graphs, and bar graphs.
- **[MA.912.S.3.Su.b](#)**: Organize data in pictographs and bar graphs and identify the labels for categories.
- **[MA.912.S.3.Pa.a](#)**: Identify quantity in data sets of 10 by counting objects, pictures, or symbols and identify which category has more, less, or none.

Remarks/Examples

Example: Gather data to answer the question: which area of the country has the highest dropout rate? Display your dropout data in appropriate formats.
Example: given a set of data, use appropriate technology to sort the data and to display a histogram or other chart.

MA.912.S.3.3 :

Calculate and interpret measures of the center of a set of data, including mean, median, and weighted mean, and use these measures to make comparisons among sets of data.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07
Belongs to: [Summarizing Data \(Descriptive Statistics\)](#)

Access Points:

- **[MA.912.S.3.In.c](#)**: Determine the mode by identifying the number that occurs most often and the mean by finding the average.
- **[MA.912.S.3.Su.c](#)**: Identify the number that occurs most frequently (mode) in a set of data with up to nine numbers.

- [MA.912.S.3.Pa.a](#): Identify quantity in data sets of 10 by counting objects, pictures, or symbols and identify which category has more, less, or none.

Remarks/Examples

Example: A sample of five runs for bus A had passenger loads of 15, 24, 19, 12, and 20 passengers. A similar sample for bus B had passenger loads of 18, 21, 16, 14, and 16 passengers. Based on these samples, calculate the mean and median for the number of passengers for each bus. Which bus carries larger passenger loads? How does the answer to that question depend on which measure is being used (mean verses median)?

[MA.912.S.3.5](#) :

Calculate and interpret the range and quartiles of a set of data.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07
 Belongs to: [Summarizing Data \(Descriptive Statistics\)](#)

Access Points:

- [MA.912.S.3.In.d](#): Calculate the range and median for data from real-world situations.
- [MA.912.S.3.Su.d](#): Find the difference between the largest and smallest numbers in a set of data (range) and the median in a real-world situation.
- [MA.912.S.3.Pa.a](#): Identify quantity in data sets of 10 by counting objects, pictures, or symbols and identify which category has more, less, or none.

Remarks/Examples

Example: Scores on a recent math test in a certain class were as follows: 77, 84, 91, 50, 75, 95, 62, 83, 85, 78, 68, 92, 74, 81, 92, 98, 83, 73, 100, 71. Find the range of the test scores, and compute the interquartile range (IQR).

RELATED GLOSSARY TERM DEFINITIONS (82)

Absolute value:	A number's distance from zero on a number line. Distance is expressed as a positive value.
Approximate:	A number or measurement that is close to or near its exact value.
Area:	The number of square units needed to cover a surface.
Axes:	The horizontal and vertical number lines used in a coordinate plane system.
Bar graph:	A graph that uses either vertical or horizontal bars to display countable data
Benchmark:	A point of reference from which other measurements or values may be made or judged.

Chart:	A data display that presents information in columns and rows.
Circle graph:	A data display that divides a circle into regions representation a portion to the total set of data. The circle represents the whole set of data.
Cone:	A pyramid with a circular base.
Congruent:	Figures or objects that are the same shape and size.
Coordinate plane:	A two-dimensional network of horizontal and vertical lines that are parallel and evenly-spaced; especially designed for locating points, displaying data, or drawing maps.
Coordinate:	Numbers that correspond to points on a coordinate plane in the form (x, y) , or a number that corresponds to a point on a number line.
Cylinder:	A three dimensional figure with two parallel congruent circular bases and a lateral surface that connects the boundaries of the bases. More general definitions of cylinder may not require circular bases.
Diagonal:	A line segment that joins two non-adjacent vertices in a polygon.
Diameter:	A line segment from any point on the circle (or sphere) passing through the center to another point on the circle (or sphere).
Dimension:	The number of coordinates used to express a position.
Equal:	Having the same value (=).
Equation:	A mathematical sentence stating that the two expressions have the same value. Also read the definition of equality.
Expression:	A mathematical phrase that contains variables, functions, numbers, and/or operations. An expression does not contain equal or inequality signs.
Formula:	A rule that shows the relationship between two or more quantities; involving numbers and/or variables.
Geometric solid:	A closed three-dimensional geometric figure.
Geometry:	The branch of mathematics that explores the position, size, and shape of figures.
Height:	A line segment extending from the vertex or apex of a figure to its base and forming a right angle with the base or plane that contains the base.
Histogram:	A bar graph that shows how many data values fall into a certain interval. The number of data items in an interval is a frequency. The width of the bar represents the interval, while the height indicates the number of data items, or frequency, in that interval.
Hypotenuse:	The longest side of a right triangle; the side opposite the right angle.
Integers:	The numbers in the set $\{\dots-4, -3, -2, -1, 0, 1, 2, 3, 4\dots\}$.

Intersection:	The intersection of two sets A and B is the set of elements common to A and B. For lines or curves, it is the point at which lines or curves meet; for planes, it is the line where planes meet.
Irrational number:	A real number that cannot be expressed as a ratio of two integers.
Kite:	A quadrilateral with two distinct pairs of adjacent congruent sides.
Length:	A one-dimensional measure that is the measurable property of line segments.
Line:	A collection of an infinite number of points in a straight pathway with unlimited length and having no width.
Line graph:	A collection of an infinite number of points in a straight pathway with unlimited length and having no width.
Line segment:	A portion of a line that consists of two defined endpoints and all the point in between.
Linear equation:	An algebraic equation in which the variable quantity or quantities are raised to the zero or first power.
Literal equations:	An equation that contains more than one variable; an implicit equation; often mathematical formula.
Mass:	The amount of matter of an object.
Mean:	There are several statistical quantities called means, e.g., harmonic mean, arithmetic mean, and geometric mean. However, "mean" commonly refers to the arithmetic mean that is also called arithmetic average. Arithmetic mean is a mathematical representation of the typical value of a series of numbers, computed as the sum of all the numbers in the series divided by the count of all numbers in the series. Arithmetic mean is the balance point if the numbers are considered as weights on a beam.
Median:	When the numbers are arranged from least to greatest, the middle number of a set of numbers, or the mean of two middle numbers when the set has two middle numbers is called median. Half of the numbers are above the median and half are below it.
Model:	To represent a mathematical situation with manipulatives (objects), pictures, numbers or symbols.
Number line:	A line of infinite extent whose points correspond to the real numbers according to their distance in a positive or negative direction from a point arbitrarily taken as zero.
Operation:	Any mathematical process, such as addition, subtraction, multiplication, division, raising to a power, or finding the square root.
Origin:	The point of intersection of the x- and y-axes in a rectangular coordinate system,

	where the x-coordinate and y-coordinate are both zero. On a number line, the origin is the 0 point. In three dimensions, the origin is the point (0, 0, 0).
Parallel lines:	Two lines in the same plane that are a constant distance apart. Parallel lines have equal slopes.
Parallelogram:	A quadrilateral in which both pairs of opposite sides are parallel.
Pentagon:	A polygon with five sides.
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.
Perimeter:	The distance around a two dimensional figure.
Perpendicular:	Two lines, two line segments, or two planes are said to be perpendicular when they intersect at a right angle.
Plot:	To locate a point by means of coordinates, or a curve by plotted points, or to represent an equation by means of a curve so constructed.
Point:	A specific location in space that has no discernable length or width.
Polygon:	A closed plane figure, having at least three side that are line segments and are connected at their endpoints.
Quadrilateral:	Any polygon with four sides, including parallelogram, rhombus, rectangle, square, trapezoid, kite.
Radius:	A line segment extending from the center of a circle or sphere to a point on the circle or sphere. Plural radii.
Rate:	A ratio that compares two quantities of different units.
Rate of change:	The ratio of change in one quantity to the corresponding change in another quantity.
Real number:	The set of all rational and irrational numbers.
Rectangle:	A parallelogram with four right angles.
Relation:	A relation from A to B is any subset of the cross product (Cartesian product) of A and B.
Right triangle:	A triangle having an interior right angle.
Scatter plot:	A graph of paired data in which the data values are plotted as points in (x, y) format.

Set:	A set is a finite or infinite collection of distinct objects in which order has no significance.
Side:	The edge of a polygon (e.g., a triangle has three sides), the face of a polyhedron, or one of the rays that make up an angle.
Simplify:	The process of converting a fraction or mixed number, to an equivalent fraction, or mixed number, in which the greatest common factor of the numerator and the denominator of the fraction is one. Simplify also refers to using the rules of arithmetic and algebra to rewrite an expression as simply as possible.
Square:	A rectangle with four congruent sides; also, a rhombus with four right angles.
System of linear equations:	Two or more related linear equations that have a common solution (A system of linear equations can have no common solutions, one common solution, or many common solutions).
Table:	A data display that organizes information about a topic into categories using rows and columns.
Triangle:	A polygon with three sides.
Unit:	A determinate quantity (as of length, time, heat, or value) adopted as a standard of measurement.
Variable:	Any symbol, usually a letter, which could represent a number. A variable might vary as in $f(x)=2x+1$, or a variable might be fixed as in $2x+1=5$.
Circle:	A closed plane figure with all points of the figure the same distance from the center. The equation for a circle with center (h, k) and radius r is: $(x - h)^2 + (y - k)^2 = r^2$
Exponent (exponential form):	The number of times the base occurs as a factor, for example 2^3 is the exponential form of $2 \times 2 \times 2$. The number two (2) is called the base, and the number three (3) is called the exponent.
Function:	A relation in which each value of x is paired with a unique value of y . More formally, a function from A to B is a relation f such that every $a \in A$ is uniquely associated with an object $F(a) \in B$.
Inequality:	A sentence that states one expression is greater than ($>$), greater than or equal to (\geq), less than ($<$), less than or equal to (\leq), another expression.
Quadratic Equation:	A second-order polynomial equation in a single variable x with $a \neq 0$: $ax^2 + bx + c = 0$. Because it is a second-order polynomial equation, the fundamental theorem of algebra guarantees that it has two solutions that may be both real or both complex.
Quadratic Formula:	A formula for the roots of a quadratic equation. Given $ax^2 + bx + c = 0$, then $x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$.

Rational Number:	A number that can be expressed as a ratio a/b , where a and b are integers and $b \neq 0$.
Scientific Notation:	A shorthand method of writing very large or very small numbers using exponents in which a number is expressed as the product of a integer power of 10 and a number that is greater than or equal to one (1) and less than 10 (e.g., $7.59 \times 10^5 = 759,000$).
Slope:	The ratio of change in the vertical axis (y-axis) to each unit change in the horizontal axis (x-axis) in the form rise/run or y/x . Also the constant, m , in the linear equation for the slope-intercept form $y = mx + b$, where $m = \frac{y_1 - y_2}{x_1 - x_2}$
Volume:	A measure of the amount of space an object takes up; also the loudness of a sound or signal.
Width:	The shorter length of a two-dimensional figure. The width of a box is the horizontal distance from side to side (usually defined to be greater than the depth, the horizontal distance from front to back).
x-intercept:	The value of x at the point where a line or a curve intersects the x -axis. The value of y is zero at this point.
y-intercept:	the value of y at the point where a line or a curve intersects the y -axis. The value of x is zero at this point.



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Course: 7912060 Access Informal Geometry-

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BASIC INFORMATION

Course Title:	Access Informal Geometry
Course Number:	7912060
Course Abbreviated Title:	ACCESS INF GEOMETRY
Course Path:	Section: Exceptional Student Education Grade Group: Senior High and Adult Subject: Academics - Subject Areas
Number of Credits:	Course may be taken for up to two credits
Course length:	Year (Y)
Course Type:	Core
Status:	State Board Approved
Requires Highly Qualified Teacher(HQT)?	Yes
Course Size?	Yes
No Child Left Behind (NCLB)?	Yes
General Notes:	<p>Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent), which reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.</p> <p>The study of mathematics provides the means to organize, understand, and predict life's events in quantifiable terms. Organizing life using numbers allows us to keep accurate records of objects and events, such as quantity, sequence, time, and money. Using numbers to understand the relationship between relative quantities or characteristics allows us to accurately problem solve and predict future</p>

outcomes of quantifiable events as conditions change. Many of life’s typical activities require competency in using numbers, operations, and algebraic thinking (e.g., counting, measuring, comparison shopping), geometric principles (e.g., shapes, area, volume), and data analysis (e.g., organizing information to suggest conclusions). Some students with significant cognitive disabilities will access and use traditional mathematical symbols and abstractions, while others may apply numeric principles using concrete materials in real-life activities. In any case, mathematics is one of the most useful skill sets and essential for students with significant cognitive disabilities. It provides a means to organize life and solve problems involving quantity and patterns, making life more orderly and predictable.

The purpose of this course is to develop the geometric concepts and processes that can be used to analyze and solve a variety of routine and non-routine real-world and mathematical problems. The content should include, but not be limited to, the following:

- Content-related vocabulary
- Attributes of lines, planes, and solids
- Properties of size, shape, position, and space
- Variables and their impact on outcomes
- Varied solution strategies to solve real-world problems

RELATED ACCESS POINTS: Independent(25) Supported(26) Participatory(17) Core Content Connector(0)

[MA.912.D.6.2](#) :

Find the converse, inverse, and contrapositive of a statement

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07

Belongs to: [Logic](#)

Access Points:

- [MA.912.D.6.In.a](#): Determine whether “if, then” statements for common events in real-world situations are true or false.
- [MA.912.D.6.Su.a](#): Use pictures and objects to determine whether statements about common events in real-world situations are true or false.
- [MA.912.D.6.Pa.a](#): Recognize whether the solution to a problem involving quantities to 10 in real-world situations is correct or incorrect.

Remarks/Examples

Example: Determine the inverse, converse and contrapositive of the statement, “If it is Thursday, there will be rain.”

[MA.912.D.6.4](#) :

Use methods of direct and indirect proof and determine whether a short proof is

logically valid.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07
Belongs to: [Logic](#)

Access Points:

- [MA.912.D.6.In.b](#): Determine whether two statements have the same mathematical meaning.
- [MA.912.D.6.Su.b](#): Match two statements that have the same mathematical meaning.
- [MA.912.D.6.Pa.a](#): Recognize whether the solution to a problem involving quantities to 10 in real-world situations is correct or incorrect.

Remarks/Examples

Example: If somebody argues, "If it's Thursday, it is raining." along with "It is raining" implies that "it is Thursday.", is this a valid or invalid argument? Explain your answer.

[MA.912.G.1.1](#) :

Find the lengths and midpoints of line segments in two-dimensional coordinate systems.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07
Belongs to: [Points, Lines, Angles, and Planes](#)

Access Points:

- [MA.912.G.1.In.a](#): Find the length and midpoint of line segments in real-world situations.
- [MA.912.G.1.Su.a](#): Determine the midpoint of a line segment.
- [MA.912.G.1.Pa.a](#): Recognize the ends and middle of a line segment.

Remarks/Examples

Example: Find the length and midpoint of the line segment joining the points A (3, -8) and B (9, 0).

[MA.912.G.2.1](#) :

Identify and describe convex, concave, regular, and irregular polygons.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 09/07

Belongs to: [Polygons](#)

Access Points:

- [MA.912.G.2.In.a](#): Determine if polygons have all sides and angles equal (regular) or have sides or angles that are not equal (irregular) using physical and visual models.
- [MA.912.G.2.Su.a](#): Identify polygons with all sides and angles equal (regular) in the environment.
- [MA.912.G.2.Pa.a](#): Identify objects or pictures with polygons.

Remarks/Examples

Example 1: Draw a hexagon. Is it convex or concave? Is it regular or irregular? Explain your

answers.

Example 2: Define the terms convex, concave, regular and irregular polygon and draw a picture of the term next to the definition.

[MA.912.G.2.2 :](#)

Determine the measures of interior and exterior angles of polygons, justifying the method used.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07
Belongs to: [Polygons](#)

Access Points:

- **[MA.912.G.2.In.b](#)**: Use tools to measure angles including 45° and 90°.
- **[MA.912.G.2.Su.b](#)**: Use a model of a right triangle to compare the size of angles, such as acute, obtuse, and right angles.
- **[MA.912.G.2.Pa.a](#)**: Identify objects or pictures with polygons.

Remarks/Examples

Example 1: Calculate the measure of one interior angle and one exterior of a regular octagon. Explain your method.

Example 2: Suppose that you will make a picture frame like the one shown below. To make the regular hexagonal frame, you will use identical trapezoidal pieces. What are the measures of the angles of the trapezoids? Explain your answer.



[MA.912.G.2.3 :](#)

Use properties of congruent and similar polygons to solve mathematical or real-world problems.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 09/07
Belongs to: [Polygons](#)

Access Points:

- **[MA.912.G.2.In.c](#)**: Identify triangles and rectangles that are the same shape and size (congruent) and same shape, but not same size (similar) using physical and visual models.
- **[MA.912.G.2.Su.c](#)**: Match triangles and rectangles that are same shape, but different size (similar) using physical and visual models.
- **[MA.912.G.2.Pa.b](#)**: Match two or more objects with polygons based on a given feature in real-world situations.

Remarks/Examples

Example: Suppose a building is in the shape of a regular hexagon. The architect wants to put walkways as indicated. Show that the triangles formed are equal in size and shape.



[MA.912.G.2.4 :](#)

Apply transformations (translations, reflections, rotations, dilations, and scale

factors) to polygons. to determine congruence, similarity, and symmetry. Know that images formed by translations, reflections, and rotations are congruent to the original shape. Create and verify tessellations of the plane using polygons.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 09/07

Belongs to: [Polygons](#)

Access Points:

- [MA.912.G.2.In.d](#): Use physical and visual models to show that a change in orientation, such as turns (rotations), slides (translations), and flips (reflections), does not change the size or shape of a polygon.
- [MA.912.G.2.Su.d](#): Match identical polygons in different positions including turns (rotations), slides (translations), and flips (reflections), using physical models.
- [MA.912.G.2.Pa.b](#): Match two or more objects with polygons based on a given feature in real-world situations.

Remarks/Examples

Physical objects, drawings, and dynamic geometry software might help students explore this benchmark. Students' early work in elementary and middle school should form a base for teaching this benchmark (see MA.3.G.3.3, MA.4.G.5.2, and MA.7.G.4.2). Students should explore different types of transformations and observe that some transformations (translations, reflections, and rotations) result in congruent shapes.

Example: Explore regular polygons through manipulatives and/or drawing programs. Describe which of the polygons would be best for tiling a rectangular floor. Explain your reasoning.

[MA.912.G.2.5](#) :

Explain the derivation and apply formulas for perimeter and area of polygons (triangles, quadrilaterals, pentagons, etc.).

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07

Belongs to: [Polygons](#)

Access Points:

- [MA.912.G.2.In.e](#): Find the perimeter and area of rectangles to solve real-world problems.
- [MA.912.G.2.Su.e](#): Solve real-world problems involving perimeter using visual models.
- [MA.912.G.2.Su.f](#): Solve real-world problems to find area of a rectangle to identify total square units using visual models.
- [MA.912.G.2.Pa.c](#): Identify objects, pictures, or signs with polygons in real-world situations.

Remarks/Examples

Example 1: A rectangle of area 360 square yards is ten times as long as it is wide. Find its length and width.

Example 2: Explain the derivation of the formula for the area of a triangle.

Example 3: The design below is called the Ohio Star. Assuming that it measures 9 inches by 9 inches, calculate the total area of all the orange patches, the total area of all the yellow patches, and the total area of all the green patches. How much fabric of each color will you need to cover an area that measures 72 inches by 90 inches?



[MA.912.G.2.7 :](#)

Determine how changes in dimensions affect the perimeter and area of common geometric figures.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07

Belongs to: [Polygons](#)

Access Points:

- **[MA.912.G.2.Su.g:](#)** Identify the effect of changes in the lengths of sides of rectangles on perimeter using physical and visual models.
- **[MA.912.G.2.Pa.c:](#)** Identify objects, pictures, or signs with polygons in real-world situations.

Remarks/Examples

Example: If the lengths of each side of a trapezoid are tripled, determine the change in its area, and justify your answer.

[MA.912.G.3.1 :](#)

Describe, classify, and compare relationships among quadrilaterals including the square, rectangle, rhombus, parallelogram, trapezoid, and kite.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07

Belongs to: [Quadrilaterals](#)

Access Points:

- **[MA.912.G.3.In.a:](#)** Identify four-sided shapes (quadrilaterals), such as square, rectangle, rhombus, and diamond, in the environment using visual models.
- **[MA.912.G.3.Su.a:](#)** Identify four-sided shapes (quadrilaterals), such as square, rectangle, and diamond, in the environment using physical and visual models.
- **[MA.912.G.3.Pa.a:](#)** Identify objects, pictures, or signs with four-sided shapes (quadrilaterals) in real-world situations.

Remarks/Examples

This benchmark examines properties of quadrilaterals one at a time.

Example: Explore a trapezoid through manipulatives, drawings and/or technology. Draw the diagonals and determine whether they are perpendicular. Give a convincing argument that your judgment is correct.

[MA.912.G.3.2 :](#)

Compare and contrast special quadrilaterals on the basis of their properties.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07

Belongs to: [Quadrilaterals](#)

Access Points:

- **[MA.912.G.3.In.a](#)**: Identify four-sided shapes (quadrilaterals), such as square, rectangle, rhombus, and diamond, in the environment using visual models.
- **[MA.912.G.3.Su.a](#)**: Identify four-sided shapes (quadrilaterals), such as square, rectangle, and diamond, in the environment using physical and visual models.
- **[MA.912.G.3.Pa.b](#)**: Match two or more objects with four-sided shapes (quadrilaterals), based on a given feature, such as length of side or size of the area.

Remarks/Examples

This benchmark examines similarities and differences between different types of quadrilaterals.

Example: Explain the similarities and differences between a rectangle, rhombus, and kite. Create a Venn diagram to match your explanation.

[MA.912.G.3.3 :](#)

Use coordinate geometry to prove properties of congruent, regular, and similar quadrilaterals.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 09/07

Belongs to: [Quadrilaterals](#)

Access Points:

- **[MA.912.G.3.In.b](#)**: Use tools to identify shapes as having one set of opposite sides parallel and equal in length (parallelograms).
- **[MA.912.G.3.Su.b](#)**: Determine whether shapes are rectangular or square by measuring the sides.
- **[MA.912.G.3.Su.c](#)**: Identify shapes with one set of opposite sides parallel and equal in length (parallelograms) in the environment using physical and visual models.
- **[MA.912.G.3.Pa.b](#)**: Match two or more objects with four-sided shapes (quadrilaterals), based on a given feature, such as length of side or size of the area.

Remarks/Examples

Coordinate geometry is used while students prove quadrilaterals to be congruent, similar, or regular.

Coordinate geometry is used to prove properties of quadrilaterals.

Example: Given a quadrilateral with vertices $(0, 0)$, $(\frac{5}{2}, 5\sqrt{3}/2)$, $(5, 0)$,

$(7, 7\sqrt{3}/3)$, prove that the diagonals of this quadrilateral are perpendicular.

Example: Is rectangle $ABCD$ with vertices at $A(0, 0)$, $B(4, 0)$, $C(4, 2)$, $D(0, 2)$ congruent to rectangle $PQRS$ with vertices at $P(-2, -1)$, $Q(2, -1)$, $R(2, 1)$, $S(-2, 1)$? Justify your answer.

[MA.912.G.4.1 :](#)

Classify, construct, and describe triangles that are right, acute, obtuse, scalene, isosceles, equilateral, and equiangular.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07
Belongs to: [Triangles](#)

Access Points:

- [MA.912.G.4.In.a](#): Discriminate between triangles that have equal sides and angles (equilateral), triangles that have two equal sides and two equal angles (isosceles), and triangles that have one right angle (right triangle) using visual and physical models.
- [MA.912.G.4.Su.a](#): Discriminate between triangles that have equal sides and angles (equilateral) and triangles that have two equal sides and two equal angles (isosceles) using physical models.
- [MA.912.G.4.Pa.a](#): Identify objects, pictures, or signs with a triangle in real-world situations.

Remarks/Examples

Students may use a compass and straightedge or a drawing program to construct and classify triangles, and describe the attributes of each triangle.

[MA.912.G.4.2 :](#)

Define, identify, and construct altitudes, medians, angle bisectors, perpendicular bisectors, orthocenter, centroid, incenter, and circumcenter.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07
Belongs to: [Triangles](#)

Access Points:

- [MA.912.G.4.In.b](#): Identify the height (altitude) in equilateral and isosceles triangles using physical and visual models.
- [MA.912.G.4.Su.a](#): Discriminate between triangles that have equal sides and angles (equilateral) and triangles that have two equal sides and two equal angles (isosceles) using physical models.
- [MA.912.G.4.Pa.b](#): Match two or more objects with a triangle based on a given feature, such as the length of the side or size of the angle, in real-world situations.

Remarks/Examples

Example: Draw several triangles. Construct their angle bisectors. What do you observe from your drawings?

[MA.912.G.4.4 :](#)

Use properties of congruent and similar triangles to solve problems involving lengths and areas.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07

Belongs to: [Triangles](#)

Access Points:

- **[MA.912.G.4.In.c:](#)** Measure sides and angles of triangles to determine whether triangles are the same size and shape (congruent) or the same shape, but different size (similar).
- **[MA.912.G.4.Su.b:](#)** Measure the length of sides of triangles to verify if two triangles are the same shape and size (congruent).
- **[MA.912.G.4.Pa.b:](#)** Match two or more objects with a triangle based on a given feature, such as the length of the side or size of the angle, in real-world situations.

Remarks/Examples

Example: Of two similar triangles, the second has sides half the length of the first. The area of the first triangle is 20 cm^2 . What is the area of the second triangle?

[MA.912.G.4.5 :](#)

Apply theorems involving segments divided proportionally.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07

Belongs to: [Triangles](#)

Access Points:

- **[MA.912.G.4.In.b:](#)** Identify the height (altitude) in equilateral and isosceles triangles using physical and visual models.
- **[MA.912.G.4.Su.a:](#)** Discriminate between triangles that have equal sides and angles (equilateral) and triangles that have two equal sides and two equal angles (isosceles) using physical models.
- **[MA.912.G.4.Pa.a:](#)** Identify objects, pictures, or signs with a triangle in real-world situations.

Remarks/Examples

Example: In triangle ABC shown below, \overline{PQ} is parallel to \overline{BC} . What is the length of \overline{AQ} ?



[MA.912.G.4.6 :](#)

Prove that triangles are congruent or similar and use the concept of corresponding parts of congruent triangles.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 09/07

Belongs to: [Triangles](#)

Access Points:

- [MA.912.G.4.In.c](#): Measure sides and angles of triangles to determine whether triangles are the same size and shape (congruent) or the same shape, but different size (similar).
- [MA.912.G.4.Su.b](#): Measure the length of sides of triangles to verify if two triangles are the same shape and size (congruent).
- [MA.912.G.4.Pa.b](#): Match two or more objects with a triangle based on a given feature, such as the length of the side or size of the angle, in real-world situations.

Remarks/Examples

Example: Prove that triangles ABC and APQ are similar.



[MA.912.G.4.7](#) :

Apply the inequality theorems: triangle inequality, inequality in one triangle, and the Hinge Theorem.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07

Belongs to: [Triangles](#)

Access Points:

- [MA.912.G.4.In.a](#): Discriminate between triangles that have equal sides and angles (equilateral), triangles that have two equal sides and two equal angles (isosceles), and triangles that have one right angle (right triangle) using visual and physical models.
- [MA.912.G.4.Su.a](#): Discriminate between triangles that have equal sides and angles (equilateral) and triangles that have two equal sides and two equal angles (isosceles) using physical models.
- [MA.912.G.4.Pa.b](#): Match two or more objects with a triangle based on a given feature, such as the length of the side or size of the angle, in real-world situations.

Remarks/Examples

Example: Can you draw a triangle with sides of length 7 cm, 4 cm, and 15 cm? Explain your answer.

[MA.912.G.5.1](#) :

Prove and apply the Pythagorean Theorem and its converse.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 09/07

Belongs to: [Right Triangles](#)

Access Points:

- [MA.912.G.5.In.a](#): Compare the length of the straight sides in a right triangle

with the length of the side opposite the right angle (hypotenuse).

- [MA.912.G.5.Su.a](#): Identify right triangles in the environment using physical models.
- [MA.912.G.5.Pa.a](#): Identify objects, pictures, or signs with a right triangle.
- [MA.912.G.5.Pa.b](#): Match objects, pictures, or signs with a right triangle by a given feature, such as length of sides.

Remarks/Examples

Example: Determine if the triangle with side lengths of 10, 12, and 18 is a right triangle. Justify your reasoning.

[MA.912.G.5.3](#) :

Use special right triangles ($30^\circ - 60^\circ - 90^\circ$ and $45^\circ - 45^\circ - 90^\circ$) to solve problems.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07

Belongs to: [Right Triangles](#)

Access Points:

- [MA.912.G.5.In.b](#): Identify examples of different kinds of right triangles in the environment using physical models.
- [MA.912.G.5.Su.b](#): Locate the right angle of right triangles and side opposite the right angle (hypotenuse) in the environment.
- [MA.912.G.5.Pa.a](#): Identify objects, pictures, or signs with a right triangle.
- [MA.912.G.5.Pa.b](#): Match objects, pictures, or signs with a right triangle by a given feature, such as length of sides.

Remarks/Examples

Example: An isosceles right triangle has one leg 6 cm long. Find the lengths of the other two sides.

[MA.912.G.6.2](#) :

Define and identify: circumference, radius, diameter, arc, arc length, chord, secant, tangent and concentric circles.

Cognitive Complexity: Level 1: Recall | Date Adopted or Revised: 09/07

Belongs to: [Circles](#)

Access Points:

- [MA.912.G.6.In.a](#): Identify and describe the circumference, arc, diameter, and radius of circles using physical and visual models.
- [MA.912.G.6.Su.a](#): Identify the circumference, arc, and diameter of circles in real-world situations.
- [MA.912.G.6.Pa.a](#): Identify objects, pictures, or signs with a circle in real-world situations.

Remarks/Examples

Example: What is the angle between a tangent to a circle and the radius at the point where the tangent meets the circle?

[MA.912.G.6.4](#) :

Determine and use measures of arcs and related angles (central, inscribed, and

intersections of secants and tangents).

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07
Belongs to: [Circles](#)

Access Points:

- [MA.912.G.6.In.a](#): Identify and describe the circumference, arc, diameter, and radius of circles using physical and visual models.
- [MA.912.G.6.Su.a](#): Identify the circumference, arc, and diameter of circles in real-world situations.
- [MA.912.G.6.Pa.b](#): Match two or more objects with a circle based on a given feature, such as the distance around the outside (circumference) or inside (area) in real-world situations.

Remarks/Examples

Example: Find the measure of angle ABC in the diagram below.



[MA.912.G.6.5](#) :

Solve real-world problems using measures of circumference, arc length, and areas of circles and sectors.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 09/07

Belongs to: [Circles](#)

Access Points:

- [MA.912.G.6.In.b](#): Measure the diameter and radius of circles to solve real-world problems.
- [MA.912.G.6.Su.b](#): Compare the circumference and diameter of circles in real-world situations.
- [MA.912.G.6.Pa.b](#): Match two or more objects with a circle based on a given feature, such as the distance around the outside (circumference) or inside (area) in real-world situations.

Remarks/Examples

Example: Which will give you more: three 6-inch pizzas or two 8-inch pizzas? Explain your answer.

[MA.912.G.6.6](#) :

Given the center and the radius, find the equation of a circle in the coordinate plane or given the equation of a circle in center-radius form, state the center and the radius of the circle.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07

Belongs to: [Circles](#)

Access Points:

- [MA.912.G.6.In.c](#): Determine the relationship between a semi-circle and a

circle.

- [MA.912.G.6.Su.c](#): Identify examples of semi-circles in the environment.
- [MA.912.G.6.Pa.b](#): Match two or more objects with a circle based on a given feature, such as the distance around the outside (circumference) or inside (area) in real-world situations.

Remarks/Examples

Example: Find the equation of the circle with radius 10 and center (6, -3).

[MA.912.G.7.1](#) :

Describe and make regular, non-regular, and oblique polyhedra, and sketch the net for a given polyhedron and vice versa.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07

Belongs to: [Polyhedra and Other Solids](#)

Access Points:

- [MA.912.G.7.In.a](#): Identify and describe three-dimensional solids, including sphere, cylinder, rectangular prism, and cone in the environment using mathematical names.
- [MA.912.G.7.Su.a](#): Identify properties of three-dimensional solids, such as sphere, cylinder, cube, and cone in the environment, when given the common name.
- [MA.912.G.7.Pa.a](#): Identify objects or pictures with three-dimensional solids in real-world situations.

Remarks/Examples

Example: Make a net for a tetrahedron out of poster board and fold it up to make the tetrahedron. Is this a regular polyhedron? Explain why or why not.

[MA.912.G.7.4](#) :

Identify chords, tangents, radii, and great circles of spheres

Cognitive Complexity: Level 1: Recall | Date Adopted or Revised: 09/07

Belongs to: [Polyhedra and Other Solids](#)

Access Points:

- [MA.912.G.7.In.b](#): Identify a plane that divides a sphere in half.
- [MA.912.G.7.Su.a](#): Identify properties of three-dimensional solids, such as sphere, cylinder, cube, and cone in the environment, when given the common name.
- [MA.912.G.7.Pa.b](#): Match two or more objects with three-dimensional solids based on a given feature, such as the number of faces or overall size, in real-world situations.

Remarks/Examples

Example: On Earth, is the equator a great circle? Explain your answer.



[MA.912.G.7.5 :](#)

Explain and use formulas for lateral area, surface area, and volume of solids.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07

Belongs to: [Polyhedra and Other Solids](#)

Access Points:

- **[MA.912.G.7.In.c:](#)** Measure rectangular prisms to find the volume using the literal formula: length x width x height.
- **[MA.912.G.7.Su.b:](#)** Compare volumes of three-dimensional solids in real-world situations.
- **[MA.912.G.7.Pa.b:](#)** Match two or more objects with three-dimensional solids based on a given feature, such as the number of faces or overall size, in real-world situations.

Remarks/Examples

Example: A gold class ring is dropped into a glass that is a right cylinder with a 6 cm diameter. The water level rises 1 mm. What is the volume of the ring? Example: Given the composite solid consisting of a hemisphere and a cone, calculate the surface area and the volume.



[MA.912.G.7.6 :](#)

Identify and use properties of congruent and similar solids.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07

Belongs to: [Polyhedra and Other Solids](#)

Access Points:

- **[MA.912.G.7.In.d:](#)** Compare volumes of three-dimensional solids using physical and visual models.
- **[MA.912.G.7.Su.b:](#)** Compare volumes of three-dimensional solids in real-world situations.
- **[MA.912.G.7.Pa.a:](#)** Identify objects or pictures with three-dimensional solids in real-world situations.
- **[MA.912.G.7.Pa.b:](#)** Match two or more objects with three-dimensional solids based on a given feature, such as the number of faces or overall size, in real-world situations.

Remarks/Examples

Example: Explain how the surface area and volume of similar cylinders are related

[MA.912.G.7.7 :](#)

Determine how changes in dimensions affect the surface area and volume of common geometric solids.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07

Belongs to: [Polyhedra and Other Solids](#)

Access Points:

- [MA.912.G.7.Su.c](#): Identify that changes in the lengths of sides of cubes or rectangular prisms will make the volume smaller or larger using physical models.
- [MA.912.G.7.Pa.b](#): Match two or more objects with three-dimensional solids based on a given feature, such as the number of faces or overall size, in real-world situations.

Remarks/Examples

Example: Explain how changing the radius or height of a cylinder affects its surface area and volume.

[MA.912.G.8.2](#) :

Use a variety of problem-solving strategies, such as drawing a diagram, making a chart, guess-and-check, solving a simpler problem, writing an equation, and working backwards.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07
Belongs to: [Mathematical Reasoning and Problem Solving](#)

Remarks/Examples

Example: How far does the tip of the minute hand of a clock move in 20 minutes if the tip is 4 inches from the center of the clock?

[MA.912.G.8.3](#) :

Determine whether a solution is reasonable in the context of the original situation.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07
Belongs to: [Mathematical Reasoning and Problem Solving](#)

Access Points:

- [MA.912.G.8.In.a](#): Use problem-solving strategies, including visual and physical models and tools, for solving real-world problems involving geometry concepts and skills.
- [MA.912.G.8.Su.b](#): Use given problem-strategies, including using visual or physical models, for solving real-world problems involving geometry concepts and skills.
- [MA.912.G.8.Pa.a](#): Solve real-world problems involving objects with two- and three-dimensional shapes and match the result to the correct answer to determine accuracy.

Remarks/Examples

Example: The area of a circle is 49π and George determined that the diameter is 7. Is his answer reasonable? Why or why not?

[MA.912.G.8.4](#) :

Make conjectures with justifications about geometric ideas. Distinguish between information that supports a conjecture and the proof of a conjecture.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 09/07
Belongs to: [Mathematical Reasoning and Problem Solving](#)

Access Points:

- **MA.912.G.8.In.b:** Use estimation and resources to determine if solutions to problems involving geometry concepts and skills are reasonable.
- **MA.912.G.8.Su.a:** Use resources, such as calculators and conversion charts to verify accuracy of solutions to problems involving geometry concepts.
- **MA.912.G.8.Pa.a:** Solve real-world problems involving objects with two- and three-dimensional shapes and match the result to the correct answer to determine accuracy.

Remarks/Examples

Example: Calculate the ratios of side lengths in several different-sized triangles with angles of 90° , 50° , and 40° . What do you notice about the ratios? How might you prove that your observation is true (or show that it is false)?

MA.912.T.2.1 :

Define and use the trigonometric ratios (sine, cosine, tangent, cotangent, secant, cosecant) in terms of angles of right triangles.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07
Belongs to: [Trigonometry in Triangles](#)

Access Points:

- **MA.912.T.2.In.a:** Compare the length of the straight sides in a right triangle with the length of the side opposite the right angle (hypotenuse) by measuring the sides.
- **MA.912.T.2.Su.a:** Measure the sides of a right triangle to determine which side is the longest.
- **MA.912.T.2.Pa.a:** Recognize a right triangle in objects, pictures, or signs in real-world situations.

Remarks/Examples

Example: In triangle ABC, $\tan A = 1/5$. Find $\sin A$ and $\cot A$. Example: Show that the slope of a line at 135° to the x-axis is the same as the tangent of 135° .

RELATED GLOSSARY TERM DEFINITIONS (84)

Altitude:	The perpendicular distance from the top of a geometric figure to its opposite side.
Angle:	Two rays or two line segments extending from a common end point called a vertex. Angles are measured in degrees, in radians, or in gradians.
Area:	The number of square units needed to cover a surface.

Arc:	Part of a circle.
Attribute:	A quality or characteristic, such as color, thickness, size, and shape.
Benchmark:	A point of reference from which other measurements or values may be made or judged.
Bisector:	A line segment, line, or plane that divides a geometric figure into two congruent halves.
Centroid:	For a triangle, this is the point at which the three medians intersect.
Chart:	A data display that presents information in columns and rows.
Chord:	A line segment whose endpoints lie on a circle.
Circumcenter:	The center of a circumcircle.
Circumference:	The distance around a circle.
Concave:	Defines a shape that curves inward; opposite of convex.
Concentric circles:	Circles that have the same center.
Cone:	A pyramid with a circular base.
Congruent:	Figures or objects that are the same shape and size.
Contrapositive:	Switching the hypothesis and conclusion of a conditional statement and negating both. "If p, then q." becomes "If not q, then not p." The contrapositive has the same truth value as the original statement.
Converse:	Switching the hypothesis and conclusion of a conditional statement. "If p, then q." becomes "If q, then p."
Coordinate plane:	A two-dimensional network of horizontal and vertical lines that are parallel and evenly-spaced; especially designed for locating points, displaying data, or drawing maps.
Coordinate:	Numbers that correspond to points on a coordinate plane in the form (x, y), or a number that corresponds to a point on a number line.
Cosine:	Cosine function is written as $\cos?$. $\cos(q)$ is the x-coordinate of the point on the unit circle so that the ray connecting the point with the origin makes an angle of q with the positive x-axis. When q is an angle of a right triangle, then $\cos(q)$ is the ratio of the adjacent side with the hypotenuse.
Cylinder:	A three dimensional figure with two parallel congruent circular bases and a lateral surface that connects the boundaries of the bases. More general definitions of cylinder may not require circular bases.
Diagonal:	A line segment that joins two non-adjacent vertices in a polygon.
Diameter:	A line segment from any point on the circle (or sphere) passing through the center

	to another point on the circle (or sphere).
Dilation:	Dilation of a figure is a transformation where the points of the figure is transformed from (x,y) to (kx,ky) . The scale factor k is a positive real number. If k is bigger than 1, the transformation is an enlargement. If k is between 0 and 1, then it is a contraction.
Dimension:	The number of coordinates used to express a position.
Equal:	Having the same value (=).
Equation:	A mathematical sentence stating that the two expressions have the same value. Also read the definition of equality.
Formula:	A rule that shows the relationship between two or more quantities; involving numbers and/or variables.
Geometric solid:	A closed three-dimensional geometric figure.
Geometry:	The branch of mathematics that explores the position, size, and shape of figures.
Great circle:	Is a section of a sphere that contains a diameter of the sphere.
Height:	A line segment extending from the vertex or apex of a figure to its base and forming a right angle with the base or plane that contains the base.
Image:	A figure that is the result of a transformation.
Incenter:	The center of a polygon's inscribed circle
Interior angle:	An angle formed inside a plane figure.
Intersection:	The intersection of two sets A and B is the set of elements common to A and B . For lines or curves, it is the point at which lines or curves meet; for planes, it is the line where planes meet.
Kite:	A quadrilateral with two distinct pairs of adjacent congruent sides.
Length:	A one-dimensional measure that is the measurable property of line segments.
Line:	A collection of an infinite number of points in a straight pathway with unlimited length and having no width.
Line segment:	A portion of a line that consists of two defined endpoints and all the point in between.
Median:	When the numbers are arranged from least to greatest, the middle number of a set of numbers, or the mean of two middle numbers when the set has two middle numbers is called median. Half of the numbers are above the median and half are below it.
Net:	A two-dimensional diagram that can be folded or made into a three-dimensional figure.

Oblique:	Tilted at an angle; neither vertical nor horizontal.
Orthocenter:	The point at which the three (possibly extended) altitudes of a triangle intersect.
Parallelogram:	A quadrilateral in which both pairs of opposite sides are parallel.
Pentagon:	A polygon with five sides.
Perimeter:	The distance around a two dimensional figure.
Perpendicular:	Two lines, two line segments, or two planes are said to be perpendicular when they intersect at a right angle.
Plane:	An infinite two-dimensional geometric surface defined by three non-linear points or two distance parallel or intersecting lines.
Point:	A specific location in space that has no discernable length or width.
Polygon:	A closed plane figure, having at least three side that are line segments and are connected at their endpoints.
Proof:	A logical argument that demonstrates the truth of a given statement. In a formal proof, each step can be justified with a reason; such as a given, a definition, an axiom, or a previously proven property or theorem. A mathematical statement that has been proven is called a theorem.
Quadrilateral:	Any polygon with four sides, including parallelogram, rhombus, rectangle, square, trapezoid, kite.
Radius:	A line segment extending from the center of a circle or sphere to a point on the circle or sphere. Plural radii.
Rectangle:	A parallelogram with four right angles.
Reflection:	A transformation that produces the mirror image of a geometric figure over a line of reflection, also called a flip.
Regular polygon:	A polygon that is both equilateral (all sides congruent) and equiangular (all angles congruent).
Right triangle:	A triangle having an interior right angle.
Rotation:	A transformation of a figure by turning it about a center point or axis. The amount of rotation is usually expressed in the number of degrees (e.g., a 90° rotation). Also called a turn.
Scale factor:	The ratio of any two corresponding lengths in two similar geometric figures. The ratio of areas of two similar figures is the square of the scale factor and the ratio of the volumes of two similar figures is the cube of the scale factor.
Secant:	A line, ray, or segment that intersects a circle at two points (i.e. that contains a chord). A secant to a sphere is a line, ray, or segment that intersects a sphere at two points.

Side:	The edge of a polygon (e.g., a triangle has three sides), the face of a polyhedron, or one of the rays that make up an angle.
Similarity:	A term describing figures that are the same shape but are not necessarily the same size or in the same position.
Sphere:	A three-dimensional figure in which all points on the figure are equidistant from a center point.
Square:	A rectangle with four congruent sides; also, a rhombus with four right angles.
Symmetry:	An intrinsic property of a mathematical object which causes it to remain invariant under certain classes of transformations (such as rotation, reflection, or translation).
Tessellation:	A covering of a plane with congruent copies of the same pattern with no holes and no overlaps.
Theorem:	A statement or conjecture that can be proven to be true based on postulates, definitions, or other proven theorems. The process of showing a theorem to be correct is called a proof.
Transformation:	An operation on a figure by which another image is created. Common transformations include reflections (flips), translations (slides), rotations (turns) and dilations.
Translation:	A transformation in which every point in a figure is moved in the same direction and by the same distance.
Triangle:	A polygon with three sides.
Circle:	A closed plane figure with all points of the figure the same distance from the center. The equation for a circle with center (h, k) and radius r is: $(x - h)^2 + (y - k)^2 = r^2$
Convex:	Defines a shape that curves outward; opposite of concave. A geometric figure is convex if every line segment connecting interior points is entirely contained within the figure's interior.
Hinge Theorem:	The hinge theorem says that if two triangles $\triangle ABC$ and $\triangle DEF$ have congruent sides $AB=DE$ and $AC=DF$ and $m\angle A > m\angle D$, then $BC > EF$.
Inequality:	A sentence that states one expression is greater than ($>$), greater than or equal to (\geq), less than ($<$), less than or equal to (\leq), another expression.
Pythagorean Theorem:	The square of the hypotenuse (c) of a right triangle is equal to the sum of the squares of the legs (a and b), as shown in the equation $c^2 = a^2 + b^2$.
sine:	Sine function is written as \sin . $\sin(q)$ is the y-coordinate of the point on the unit circle so that the ray connecting the point with the origin makes an angle of q with the positive x-axis. When q is an angle of a right triangle, then $\sin(q)$ is the

	ratio of the opposite side to the hypotenuse.
Slope:	The ratio of change in the vertical axis (y-axis) to each unit change in the horizontal axis (x-axis) in the form rise/run or $\frac{y}{x}$. Also the constant, m , in the linear equation for the slope-intercept form $y = mx + b$, where $m = \frac{y_1 - y_2}{x_1 - x_2}$
Triangle Inequality:	The triangle inequality states that the sum of the lengths of any two sides of a triangle is greater than the length of the third side ($a+b>c$, $a+c>b$, and $b+c>a$, where a , b , and c are the side lengths of a triangle). Triangle inequality for vectors is defined as follows: Let x and y be vectors. Then the triangle inequality is given by $ \mathbf{x} - \mathbf{y} \leq \mathbf{x}+\mathbf{y} \leq \mathbf{x} + \mathbf{y} $ Geometrically, the right-hand part of this inequality states that the sum of the lengths of any two sides of a triangle is greater than the length of the remaining side.
Vertex:	The point common to the two rays that form an angle; the point common to any two sides of a polygon; the point common to three or more edges of a polyhedron.
Volume:	A measure of the amount of space an object takes up; also the loudness of a sound or signal.
Width:	The shorter length of a two-dimensional figure. The width of a box is the horizontal distance from side to side (usually defined to be greater than the depth, the horizontal distance from front to back).
x-axis:	The horizontal number line on a rectangular coordinate system.



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Course: Math: 9-12- 7912050

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BASIC INFORMATION

Course Title:	Math: 9-12
Course Number:	7912050
Course Abbreviated Title:	MATH: 9-12
Course Path:	Section: Exceptional Student Education Grade Group: Senior High and Adult Subject: Academics - Subject Areas
Number of Credits:	Multiple Credit (more than 1 credit)
Status:	State Board Approved
Version Description:	<p>A. Major Concepts/Content. The purpose of this course is to provide instruction in math concepts and procedures to enable students with disabilities who are functioning at independent levels to prepare to participate effectively in postschool adult living and in the world of work.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none">- number systems, including whole numbers, fractions, and decimals- number operations and computation- measurement concepts in length, weight, volume, time, and money- geometric concepts- algebraic concepts including problem solving- probability and data analysis- use of calculators- applications in personal life- applications in the workplace <p>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</p>

	<p>student and to the content and processes of the subject matter. Students with disabilities shall:</p> <p>CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.</p> <p>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.</p> <p>This course is primarily designed for students functioning at independent levels. who are generally capable of working and living independently and may need occasional assistance. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.</p> <p>This course may also be used to accommodate the range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired postschool outcomes for adult living and employment specified in the Transition Individual Educational Plan.</p> <p>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.</p>
<p>Verion Requirements:</p>	<p>C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the State Standards for Special Diploma.</p>

After successfully completing this course, the student will:

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

CL.B.3.In.1 identify mathematical concepts and processes to solve problems.

2. Use estimation in problem solving and computation.

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

3. Add and subtract whole numbers, decimals, and fractions to solve problems related to personal life and the workplace.

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

4. Multiply and divide whole numbers, decimals, and fractions to solve problems related to personal life and the workplace.

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

5. Use ratio, proportion, and percents to solve problems related to personal life and the workplace (e.g., calculating rate of interest, combining liquids, creating scale drawings).

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

6. Select and use measurement concepts and tools involving length, weight, and volume to solve problems related to personal life and the workplace.

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

7. Select and use measurement concepts involving time, temperature, and money to solve problems related to personal life and the workplace.

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

8. Apply concepts of geometry and spatial relationships in situations related to personal life and the workplace (e.g., using blueprints, diagrams, maps, models).

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

9. Apply effective algebraic problem-solving strategies in situations related to personal life and the workplace (e.g., classification schemes, formulas, patterns, graphs).

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

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

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

10. Apply concepts of probability and data analysis in situations related to personal life and the workplace (e.g., predicting likelihood, interpreting average and percent).

CL.B.3.In.2 apply mathematical concepts and processes to solve problems. 11. Interpret graphs, tables, and other types of data displays in situations related to personal life and the workplace.

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

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

CL.C.2.In.2 use appropriate technology and equipment to complete tasks in the workplace.



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Course: Life Skills Reading: 9-12- 7910400

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BASIC INFORMATION

Course Title:	Life Skills Reading: 9-12
Course Number:	7910400
Course Abbreviated Title:	LIF SKLS READ: 9-12
Course Path:	Section: Exceptional Student Education Grade Group: Senior High and Adult Subject: Academics - Subject Areas
Number of Credits:	Multiple Credit (more than 1 credit)
Status:	State Board Approved
Verion Requirements:	<p>C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the State Standards for Special Diploma.</p> <p>After successfully completing this course, the student will:</p> <ol style="list-style-type: none">1. Demonstrate relevant perceptual, conceptual, and linguistic skills for reading (e.g., phonological awareness, visual discrimination, relationship of oral and printed words, syntax, semantics).2. Use word attack skills for decoding and word recognition (e.g., phonics, semantic context clues, structural analysis).3. Demonstrate knowledge of functional and basic vocabulary (e.g., survival words, frequently used words, key concepts, task-related terms, abbreviations, acronyms).

CL.B.1.In.1 identify and locate oral, print, or visual information for specified purposes.

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

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

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

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

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

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

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

5. Determine whether information presented in text is fact/opinion or fiction/nonfiction.

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

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

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

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

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

7. Use skills required for reading in daily activities (e.g., newspaper, schedules, menus, signs, shopping lists).

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

IF.A.1.Su.1 complete productive and leisure activities used in the

home and community—with guidance and support.

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

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

8. Relate works of literature to real life experiences.

CL.B.1.In.2 interpret and use oral, print, or visual information to accomplish functional tasks.

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

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

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

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



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Course: Life Skills Communication: 9-12- 7910390

Direct link to this page: <http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse367.aspx>

BASIC INFORMATION

Course Title:	Life Skills Communication: 9-12
Course Number:	7910390
Course Abbreviated Title:	LIF SKLS COM: 9-12
Course Path:	Section: Exceptional Student Education Grade Group: Senior High and Adult Subject: Academics - Subject Areas
Number of Credits:	Multiple Credit (more than 1 credit)
Course length:	Multiple (M) - Course length can vary
Status:	State Board Approved



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Course: Fundamental English 4- 7910130

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4847.aspx>

BASIC INFORMATION

Course Title:	Fundamental English 4
Course Number:	7910130
Course Abbreviated Title:	FUND ENG 4
Course Path:	Section: Exceptional Student Education Grade Group: Senior High and Adult Subject: Academics - Subject Areas
Number of Credits:	One credit (1)
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
Course Size?	Yes
Version Description:	The purpose of this course is to provide students with disabilities, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language in preparation for college and career readiness.
General Notes:	<p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none">• active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn• analysis of literature and informational texts from varied literary periods to examine:<ul style="list-style-type: none">○ text craft and structure○ elements of literature○ arguments and claims supported by textual evidence○ power and impact of language○ influence of history, culture, and setting on language○ personal critical and aesthetic response• writing for varied purposes

- developing and supporting argumentative claims
- crafting coherent, supported informative/expository texts
- responding to literature for personal and analytical purposes
- writing narratives to develop real or imagined events
- writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

Special Notes:

Instructional Practices: Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

The College and Career Readiness (CCR) anchor standards and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate at each grade level. Students advancing through the grades are expected to meet each succeeding year's grade specific benchmarks, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR anchor standards.

Requirements:	<p><i>building courses which support a student's participation in general education classes by allowing them more time to build the necessary skills for success. Students with disabilities may earn elective credit towards a standard diploma for the successful completion of a fundamental course.</i></p> <p><i>A student for which the IEP Team has determined the general education curriculum with accommodations and supports is not appropriate but is ineligible to participate in access courses may take fundamental courses to earn credit towards a special diploma, in accordance with the district's student progression plan. These courses are appropriate for these students as general education courses may not be modified for this purpose.</i></p>
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STANDARDS (34)

Reading Literature Standard Notes:

These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Reading Informational Text Standard Notes:

These reading informational text standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

Writing Standards Notes:

Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each succeeding year's grade-specific writing standards and retain or further develop skills and understandings mastered in preceding grades.

Speaking and Listening Standards Notes:

The following speaking and listening standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of communication skills and applications.

Language Standards Notes:

The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year's grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.

<p><u>HE.912.B.4.3:</u></p>	<p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. Remarks/Examples</p> <p>Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p>
<p><u>HE.912.B.4.4:</u></p>	<p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others. Remarks/Examples</p> <p>Verbal and written communication, active listening, and how to seek help for a friend.</p>
<p><u>LACC.1112.L.1.1:</u></p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.
<p><u>LACC.1112.L.1.2:</u></p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Observe hyphenation conventions. b. Spell correctly.
<p><u>LACC.1112.L.2.3:</u></p>	<p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> a. Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an

	<p>understanding of syntax to the study of complex texts when reading.</p>
<p><u>LACC.1112.L.3.4:</u></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<p><u>LACC.1112.L.3.5:</u></p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.
<p><u>LACC.1112.L.3.6:</u></p>	<p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p><u>LACC.1112.RI.1.1:</u></p>	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>

<u>LACC.1112.RI.1.2:</u>	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
<u>LACC.1112.RI.1.3:</u>	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
<u>LACC.1112.RI.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
<u>LACC.1112.RI.3.7:</u>	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
<u>LACC.1112.RI.4.10:</u>	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
<u>LACC.1112.RL.1.1:</u>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
<u>LACC.1112.RL.1.2:</u>	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
<u>LACC.1112.RL.1.3:</u>	Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
<u>LACC.1112.RL.2.4:</u>	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including

	words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
<u>LACC.1112.RL.3.7:</u>	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
<u>LACC.1112.RL.4.10:</u>	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.
<u>LACC.1112.SL.1.2:</u>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<u>LACC.1112.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<u>LACC.1112.SL.2.4:</u>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<u>LACC.1112.SL.2.5:</u>	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<u>LACC.1112.SL.2.6:</u>	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

LACC.1112.W.1.2:

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

LACC.1112.W.1.3:

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of

	<p>mystery, suspense, growth, or resolution).</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>
<p><u>LACC.1112.W.2.4:</u></p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>
<p><u>LACC.1112.W.2.5:</u></p>	<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)</p>
<p><u>LACC.1112.W.2.6:</u></p>	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>
<p><u>LACC.1112.W.3.9:</u></p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p> <p>b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p>
<p><u>LACC.1112.W.4.10:</u></p>	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a</p>

	day or two) for a range of tasks, purposes, and audiences.
<u>SS.912.C.2.10:</u>	<p>Monitor current public issues in Florida.</p> <p>Remarks/Examples</p> <p>Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</p>
<u>SS.912.C.2.11:</u>	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.



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Course: Fundamental English 3- 7910125

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4846.aspx>

BASIC INFORMATION

Course Title:	Fundamental English 3
Course Number:	7910125
Course Abbreviated Title:	FUND ENG 3
Course Path:	Section: Exceptional Student Education Grade Group: Senior High and Adult Subject: Academics - Subject Areas
Number of Credits:	One credit (1)
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
Course Size?	Yes
Version Description:	The purpose of this course is to provide students with disabilities, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language in preparation for college and career readiness.
General Notes:	<p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none">• active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn• analysis of literature and informational texts from varied literary periods to examine:<ul style="list-style-type: none">○ text craft and structure○ elements of literature○ arguments and claims supported by textual evidence○ power and impact of language○ influence of history, culture, and setting on language○ personal critical and aesthetic response• writing for varied purposes

- developing and supporting argumentative claims
- crafting coherent, supported informative/expository texts
- responding to literature for personal and analytical purposes
- writing narratives to develop real or imagined events
- writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

Special Notes:

Instructional Practices: Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

The College and Career Readiness (CCR) anchor standards and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate at each grade level. Students advancing through the grades are expected to meet each succeeding year's grade specific benchmarks, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR anchor standards.

Requirements:	<p><i>building courses which support a student's participation in general education classes by allowing them more time to build the necessary skills for success. Students with disabilities may earn elective credit towards a standard diploma for the successful completion of a fundamental course.</i></p> <p><i>A student for which the IEP Team has determined the general education curriculum with accommodations and supports is not appropriate but is ineligible to participate in access courses may take fundamental courses to earn credit towards a special diploma, in accordance with the district's student progression plan. These courses are appropriate for these students as general education courses may not be modified for this purpose.</i></p>
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STANDARDS (34)

Reading Literature Standard Notes:

These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Reading Informational Text Standard Notes:

These reading informational text standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

Writing Standards Notes:

Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each succeeding year's grade-specific writing standards and retain or further develop skills and understandings mastered in preceding grades.

Speaking and Listening Standards Notes:

The following speaking and listening standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of communication skills and applications.

Language Standards Notes:

The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year's grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades. **The following standards may be addressed again in higher grades at a more rigorous level of study:**

<p><u>HE.912.B.4.1:</u></p>	<p>Explain skills needed to communicate effectively with family, peers, and others to enhance health.</p> <p>Remarks/Examples</p> <p>Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.</p>
<p><u>HE.912.B.4.2:</u></p>	<p>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>Remarks/Examples</p> <p>Validate other's opinions, use direct statement, use active statement, and offer alternatives.</p>
<p><u>LACC.1112.L.1.1:</u></p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.
<p><u>LACC.1112.L.1.2:</u></p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Observe hyphenation conventions. b. Spell correctly.
<p><u>LACC.1112.L.2.3:</u></p>	<p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>

	<p>a. Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>
<p><u>LACC.1112.L.3.4:</u></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<p><u>LACC.1112.L.3.5b:</u></p>	<p>Analyze nuances in the meaning of words with similar denotations.</p>
<p><u>LACC.1112.L.3.6:</u></p>	<p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p><u>LACC.1112.RI.1.1:</u></p>	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>
<p><u>LACC.1112.RI.1.2:</u></p>	<p>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p>

<u>LACC.1112.RI.1.3:</u>	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
<u>LACC.1112.RI.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
<u>LACC.1112.RI.3.7:</u>	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
<u>LACC.1112.RI.4.10:</u>	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
<u>LACC.1112.RL.1.1:</u>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
<u>LACC.1112.RL.1.2:</u>	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
<u>LACC.1112.RL.1.3:</u>	Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
<u>LACC.1112.RL.2.4:</u>	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
<u>LACC.1112.RL.3.7:</u>	Analyze multiple interpretations of a story, drama, or poem (e.g.,

	recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
<u>LACC.1112.RL.4.10:</u>	<p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.</p>
<u>LACC.1112.SL.1.2:</u>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<u>LACC.1112.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<u>LACC.1112.SL.2.4:</u>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<u>LACC.1112.SL.2.5:</u>	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<u>LACC.1112.SL.2.6:</u>	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)
<u>LACC.1112.W.1.2:</u>	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

	<ul style="list-style-type: none">a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<p><u>LACC.1112.W.1.3:</u></p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none">a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events,

	<p>setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>
<u>LACC.1112.W.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<u>LACC.1112.W.2.5:</u>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
<u>LACC.1112.W.2.6:</u>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<u>LACC.1112.W.3.9:</u>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p> <p>b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p>
<u>LACC.1112.W.4.10:</u>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<u>SS.912.C.2.10:</u>	<p>Monitor current public issues in Florida.</p> <p>Remarks/Examples</p>

	Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.
<u>SS.912.C.2.11:</u>	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.



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Course: Fundamental English 2- 7910120

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BASIC INFORMATION

Course Title:	Fundamental English 2
Course Number:	7910120
Course Abbreviated Title:	FUND ENG 2
Course Path:	Section: Exceptional Student Education Grade Group: Senior High and Adult Subject: Academics - Subject Areas
Number of Credits:	One credit (1)
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
Course Size?	Yes
Version Description:	The purpose of this course is to provide students with disabilities, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language in preparation for college and career readiness.
General Notes:	<p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none">• active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn• analysis of literature and informational texts from varied literary periods to examine:<ul style="list-style-type: none">○ text craft and structure○ elements of literature○ arguments and claims supported by textual evidence○ power and impact of language○ influence of history, culture, and setting on language○ personal critical and aesthetic response• writing for varied purposes

- developing and supporting argumentative claims
- crafting coherent, supported informative/expository texts
- responding to literature for personal and analytical purposes
- writing narratives to develop real or imagined events
- writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

Special Notes:

Instructional Practices: Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

The College and Career Readiness (CCR) anchor standards and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate at each grade level. Students advancing through the grades are expected to meet each succeeding year's grade specific benchmarks, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR anchor standards.

Requirements:	<p><i>building courses which support a student's participation in general education classes by allowing them more time to build the necessary skills for success. Students with disabilities may earn elective credit towards a standard diploma for the successful completion of a fundamental course.</i></p> <p><i>A student for which the IEP Team has determined the general education curriculum with accommodations and supports is not appropriate but is ineligible to participate in access courses may take fundamental courses to earn credit towards a special diploma, in accordance with the district's student progression plan. These courses are appropriate for these students as general education courses may not be modified for this purpose.</i></p>
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STANDARDS (40)

Reading Literature Standard Notes:

These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Reading Informational Text Standard Notes:

These reading informational text standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

Writing

***Standards Notes:** Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each succeeding year's grade-specific writing standards and retain or further develop skills and understandings mastered in preceding grades.*

Speaking and Listening Standards Notes:

The following speaking and listening standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of communication skills and applications.

Language Standards Notes:

The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year's grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades. **The following standards may be addressed again in higher grades at a more rigorous level of study:**

Blended Curriculum:

The Common Core State Standards are designed to lead all children toward college and career readiness. To enhance clarity in Florida's transition to the Common Core State Standards, the following three Next Generation Sunshine State Standards are part of a blended curriculum design to be used during the 2013- 2014 school year. These three standards are implicitly interwoven into several of the Common Core State Standards; however, due to this rigorous, deeply embedded design, each one is explicitly listed here to ensure their inclusion in the English language arts curriculum for the 2013- 2014 school year. All other FCAT- assessed NGSS standards are clearly taught in the CCSS.

<u>HE.912.B.3.3:</u>	Justify the validity of a variety of technologies to gather health information. Remarks/Examples Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.
<u>HE.912.B.5.1:</u>	Determine the value of applying a thoughtful decision-making process in health-related situations. Remarks/Examples Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.
<u>LA.910.1.7.4:</u>	The student will identify cause-and-effect relationships in text;
<u>LA.910.1.7.5:</u>	The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
<u>LA.910.2.2.1:</u>	The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);

<p><u>LACC.910.L.1.1:</u></p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
<p><u>LACC.910.L.1.2:</u></p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.
<p><u>LACC.910.L.2.3:</u></p>	<p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ol style="list-style-type: none"> a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.
<p><u>LACC.910.L.3.4:</u></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its

	<p>precise meaning, its part of speech, or its etymology.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
<u>LACC.910.L.3.5:</u>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>
<u>LACC.910.L.3.6:</u>	<p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<u>LACC.910.RI.1.1:</u>	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<u>LACC.910.RI.1.2:</u>	<p>Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>
<u>LACC.910.RI.1.3:</u>	<p>Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>
<u>LACC.910.RI.2.4:</u>	<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>
<u>LACC.910.RI.3.7:</u>	<p>Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p>
<u>LACC.910.RI.4.10:</u>	<p>By the end of grade 9, read and comprehend literary nonfiction in the</p>

	<p>grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.</p>
<u>LACC.910.RL.1.1:</u>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<u>LACC.910.RL.1.2:</u>	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
<u>LACC.910.RL.1.3:</u>	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
<u>LACC.910.RL.2.4:</u>	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
<u>LACC.910.RL.2.5:</u>	Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
<u>LACC.910.RL.2.6:</u>	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
<u>LACC.910.RL.3.7:</u>	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
<u>LACC.910.RL.4.10:</u>	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

	<p>By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.</p>
<p><u>LACC.910.SL.1.1:</u></p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<p><u>LACC.910.SL.1.2:</u></p>	<p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>
<p><u>LACC.910.SL.1.3:</u></p>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>
<p><u>LACC.910.SL.2.4:</u></p>	<p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>

<p><u>LACC.910.SL.2.5:</u></p>	<p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
<p><u>LACC.910.SL.2.6:</u></p>	<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)</p>
<p><u>LACC.910.W.1.2:</u></p>	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<p><u>LACC.910.W.1.3:</u></p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

	<ul style="list-style-type: none"> b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<p><u>LACC.910.W.2.4:</u></p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>
<p><u>LACC.910.W.2.5:</u></p>	<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)</p>
<p><u>LACC.910.W.2.6:</u></p>	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>
<p><u>LACC.910.W.3.9:</u></p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

<u>LACC.910.W.4.10:</u>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<u>SS.912.C.2.10:</u>	<p>Monitor current public issues in Florida.</p> <p>Remarks/Examples</p> <p>Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</p>
<u>SS.912.C.2.11:</u>	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.



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text;

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Vocabulary Development](#)

Access Points:

- [LA.1112.1.6.In.b](#): Listen to, read, and discuss a variety of text.
- [LA.1112.1.6.Su.b](#): Listen to, read, and discuss a variety of text.
- [LA.1112.1.6.Pa.b](#): Listen and respond to stories and informational text.

[LA.1112.1.6.3](#) :

The student will use context clues to determine meanings of unfamiliar words;

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Vocabulary Development](#)

Access Points:

- [LA.1112.1.6.In.c](#): Use context clues and graphics to determine meaning of unknown words.
- [LA.1112.1.6.Su.c](#): Use context clues and graphics to determine meaning of unknown words.
- [LA.1112.1.6.Pa.c](#): Identify persons, objects, and actions by name or characteristic.

[LA.1112.1.6.4](#) :

The student will categorize key vocabulary and identify salient features;

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Vocabulary Development](#)

Access Points:

- [LA.1112.1.6.In.d](#): Categorize key vocabulary.
- [LA.1112.1.6.Su.d](#): Categorize key vocabulary.
- [LA.1112.1.6.Pa.d](#): Select and respond to objects, pictures, or symbols paired with words in the context of familiar real-world situations.

[LA.1112.1.6.5](#) :

The student will relate new vocabulary to familiar words;

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Vocabulary Development](#)

Access Points:

- [LA.1112.1.6.In.e](#): Relate new vocabulary to familiar words.
- [LA.1112.1.6.Su.e](#): Relate new vocabulary to familiar words.
- [LA.1112.1.6.Pa.a](#): Identify new vocabulary that is introduced and taught directly.

[LA.1112.1.6.6](#) :

The student will distinguish denotative and connotative meanings of words;

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Vocabulary Development](#)

Access Points:

Course: Fundamental English 1- 7910115

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4844.aspx>

BASIC INFORMATION

Course Title:	Fundamental English 1
Course Number:	7910115
Course Abbreviated Title:	FUND ENG 1
Course Path:	Section: Exceptional Student Education Grade Group: Senior High and Adult Subject: Academics - Subject Areas
Number of Credits:	One credit (1)
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
Course Size?	Yes
Version Description:	The purpose of this course is to provide students with disabilities, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language in preparation for college and career readiness.
General Notes:	<p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none">• active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn• analysis of literature and informational texts from varied literary periods to examine:<ul style="list-style-type: none">○ text craft and structure○ elements of literature○ arguments and claims supported by textual evidence○ power and impact of language○ influence of history, culture, and setting on language○ personal critical and aesthetic response• writing for varied purposes

- developing and supporting argumentative claims
- crafting coherent, supported informative/expository texts
- responding to literature for personal and analytical purposes
- writing narratives to develop real or imagined events
- writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

Special Notes:

Instructional Practices: Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

The College and Career Readiness (CCR) anchor standards and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate at each grade level. Students advancing through the grades are expected to meet each succeeding year's grade specific benchmarks, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR anchor standards.

<p>Requirements:</p>	<p><i>building courses which support a student's participation in general education classes by allowing them more time to build the necessary skills for success. Students with disabilities may earn elective credit towards a standard diploma for the successful completion of a fundamental course.</i></p> <p><i>A student for which the IEP Team has determined the general education curriculum with accommodations and supports is not appropriate but is ineligible to participate in access courses may take fundamental courses to earn credit towards a special diploma, in accordance with the district's student progression plan. These courses are appropriate for these students as general education courses may not be modified for this purpose.</i></p>
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STANDARDS (42)

Reading Literature Standard Notes:

These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Reading Informational Text Standard Notes:

These reading informational text standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

Writing Standards Notes:

Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each succeeding year's grade-specific writing standards and retain or further develop skills and understandings mastered in preceding grades.

Speaking and Listening Standards Notes:

The following speaking and listening standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of communication skills and applications.

Language Standards Notes:

The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year's grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades. **The following standards may be addressed again in higher grades at a more rigorous level of study:**

<p><u>HE.912.C.1.2:</u></p>	<p>Interpret the significance of interrelationships in mental/emotional, physical, and social health.</p> <p>Remarks/Examples</p> <p>Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.</p>
<p><u>HE.912.C.2.5:</u></p>	<p>Evaluate the effect of media on personal and family health.</p> <p>Remarks/Examples</p> <p>Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p>
<p><u>LA.910.1.7.4:</u></p>	<p>The student will identify cause-and-effect relationships in text;</p>
<p><u>LA.910.1.7.5:</u></p>	<p>The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;</p>
<p><u>LA.910.2.2.1:</u></p>	<p>The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);</p>
<p><u>LACC.910.L.1.1:</u></p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to

	writing or presentations.
<u>LACC.910.L.1.2:</u>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. Use a colon to introduce a list or quotation. Spell correctly.
<u>LACC.910.L.1.2b:</u>	Use a colon to introduce a list or quotation.
<u>LACC.910.L.1.2c:</u>	Spell correctly.
<u>LACC.910.L.2.3:</u>	<p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ol style="list-style-type: none"> Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.
<u>LACC.910.L.3.4:</u>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in

	context or in a dictionary).
<u>LACC.910.L.3.5b:</u>	Analyze nuances in the meaning of words with similar denotations.
<u>LACC.910.L.3.6:</u>	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<u>LACC.910.RI.1.1:</u>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<u>LACC.910.RI.1.2:</u>	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
<u>LACC.910.RI.1.3:</u>	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
<u>LACC.910.RI.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
<u>LACC.910.RI.3.7:</u>	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
<u>LACC.910.RI.4.10:</u>	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
<u>LACC.910.RL.1.1:</u>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the

	text.
<u>LACC.910.RL.1.2:</u>	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
<u>LACC.910.RL.1.3:</u>	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
<u>LACC.910.RL.2.4:</u>	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
<u>LACC.910.RL.2.5:</u>	Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
<u>LACC.910.RL.2.6:</u>	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
<u>LACC.910.RL.3.7:</u>	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
<u>LACC.910.RL.4.10:</u>	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
<u>LACC.910.SL.1.1:</u>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

	<ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<u>LACC.910.SL.1.2:</u>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<u>LACC.910.SL.1.3:</u>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>LACC.910.SL.2.4:</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>LACC.910.SL.2.5:</u>	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<u>LACC.910.SL.2.6:</u>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)
<u>LACC.910.W.1.2:</u>	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the

	<p>effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none">a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<p><u>LACC.910.W.1.3:</u></p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none">a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the

	narrative.
<u>LACC.910.W.2.4:</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<u>LACC.910.W.2.5:</u>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
<u>LACC.910.W.2.6:</u>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
<u>LACC.910.W.3.9:</u>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).
<u>LACC.910.W.4.10:</u>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<u>SS.912.C.2.10:</u>	<p>Monitor current public issues in Florida.</p> <p>Remarks/Examples</p> <p>Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.</p>

SS.912.C.2.11:

Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.



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	<ul style="list-style-type: none"> • LA.1112.1.6.In.a: Use new vocabulary that is introduced and taught directly. • LA.1112.1.6.Su.a: Use new vocabulary that is introduced and taught directly. • LA.1112.1.6.Pa.a: Identify new vocabulary that is introduced and taught directly.
<p>LA.1112.1.6.7 :</p>	<p>The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.1112.1.6.In.g: Recognize and use prefixes, suffixes, and root words. • LA.1112.1.6.Su.g: Recognize and use common prefixes, suffixes, and root words. • LA.1112.1.6.Pa.a: Identify new vocabulary that is introduced and taught directly.
<p>LA.1112.1.6.8 :</p>	<p>The student will identify advanced word/phrase relationships and their meanings; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.1112.1.6.In.f: Use phonics skills to decode unknown words. • LA.1112.1.6.Su.f: Use phonics skills to decode unknown words. • LA.1112.1.6.Pa.d: Select and respond to objects, pictures, or symbols paired with words in the context of familiar real-world situations.
<p>LA.1112.1.6.9 :</p>	<p>The student will determine the correct meaning of words with multiple meanings in context; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.1112.1.6.In.h: Identify word relationships (e.g. common analogies). • LA.1112.1.6.Su.h: Determine the meaning of a word with multiple meanings (e.g. homographs) in text. • LA.1112.1.6.Pa.a: Identify new vocabulary that is introduced and taught directly.
<p>LA.1112.1.7.1 :</p>	<p>The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Reading Comprehension</p>

Access Points:

- [LA.1112.1.7.In.a](#): Use background knowledge of the subject, guided previewing strategies (e.g. previewing, discussing, generating questions), graphic representations, and text features to make and confirm predictions of content and purpose of reading selections.
- [LA.1112.1.7.Su.a](#): Use background knowledge of the subject, graphic representations, and text features (e.g. title, graphics, table of contents, headings, text styles, simple charts, maps, glossary) to make and confirm predictions of content and purpose of reading selection
- [LA.1112.1.7.Pa.a](#): Identify persons, objects, settings, and events in read-aloud narrative and informational text.

[LA.1112.1.7.2](#) :

The student will analyze the authors purpose and/or perspective in a variety of text and understand how they affect meaning;

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Reading Comprehension](#)

Access Points:

- [LA.1112.1.7.In.b](#): Identify how the author’s purpose (e.g. inform, entertain, persuade) and point of view are used in a variety of text and media (e.g. stories, letters, reports, periodicals, advertisements).
- [LA.1112.1.7.Su.b](#): Identify the author’s purpose (e.g. inform, entertain, persuade) in a variety of text and media.
- [LA.1112.1.7.Pa.b](#): Respond purposefully to pictures or symbols paired with words in school and real-world situations.

[LA.1112.1.7.3](#) :

The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts;

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Reading Comprehension](#)

Access Points:

- [LA.1112.1.7.In.c](#): Determine the main idea or essential message in real-world text through retelling, guided summarizing, and identifying relevant details and facts.
- [LA.1112.1.7.Su.c](#): Determine the main idea or essential message in real-world text through guided retelling and identifying the topic and supporting details.
- [LA.1112.1.7.Pa.c](#): Recognize topic and details in read-a-loud stories and informational text used in daily activities in school and real-world situations.

[LA.1112.1.7.4](#) :

The student will identify cause-and-effect relationships in text;

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Reading Comprehension](#)

Access Points:

- [LA.1112.1.7.In.d](#): Identify cause and effect relationships in stories and informational text.
- [LA.1112.1.7.Su.d](#): Identify explicit cause/effect relationships in stories and informational text.
- [LA.1112.1.7.Pa.d](#): Use pictures or symbols paired with words to achieve desired cause/effect outcomes in school and real-world situations.

[LA.1112.1.7.5](#) :

The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Reading Comprehension](#)

Access Points:

- [LA.1112.1.7.In.e](#): Identify a variety of text structures (e.g. comparison/contrast, cause/effect relationships, chronological order, lists, question/answer) in real-world text using strategies, including graphic organizers and structured note-making, and describe how they i
- [LA.1112.1.7.Su.e](#): Identify explicit text structures (e.g. lists, similarities and differences, sequence of events, cause/effect) in real-world text using strategies, including graphic organizers.
- [LA.1112.1.7.Pa.d](#): Use pictures or symbols paired with words to achieve desired cause/effect outcomes in school and real-world situations.

[LA.1112.1.7.6](#) :

The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Reading Comprehension](#)

Access Points:

- [LA.1112.1.7.In.f](#): Identify text with similar topics or themes by different authors.
- [LA.1112.1.7.Su.f](#): Identify stories with similar topics or themes by different authors.
- [LA.1112.1.7.Pa.c](#): Recognize topic and details in read-a-loud stories and informational text used in daily activities in school and real-world situations.

[LA.1112.1.7.7](#) :

The student will compare and contrast elements in multiple texts; and

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Reading Comprehension](#)

Access Points:

- [LA.1112.1.7.In.g](#): Identify similarities and differences in characters, actions,

	<p>settings, or problems and details in two texts.</p> <ul style="list-style-type: none"> • LA.1112.1.7.Su.g: Identify similarities and differences in characters, actions, or settings and details in two texts. • LA.1112.1.7.Pa.c: Recognize topic and details in read-a-loud stories and informational text used in daily activities in school and real-world situations.
<p>LA.1112.1.7.8 :</p>	<p>The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Reading Comprehension</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.1112.1.7.In.h: Use strategies to repair comprehension of real-world text, including but not limited to rereading, checking context clues, predicting, structured note-making, using graphic organizers, questioning, and requesting assistance for clarification. • LA.1112.1.7.Su.h: Use strategies to repair comprehension of real-world text, including but not limited to rereading, checking context clues, predicting, using graphic organizers, and requesting assistance for clarification. • LA.1112.1.7.Pa.e: Use resources when necessary to clarify meaning of pictures, symbols, or words in school and real-world activities.
<p>LA.1112.2.1.1 :</p>	<p>The student will analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text;</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Fiction</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.1112.2.1.In.a: Describe distinguishing features of various works of literature, including genre (e.g. short story, novel, biography, poetry, drama), word choice, and theme. • LA.1112.2.1.Su.a: Identify similarities and differences in characteristics of works of literature of various genres (e.g. fiction, poetry, and drama). • LA.1112.2.1.Pa.a: Identify characters, objects, actions, and settings in read-aloud literature from various genres (e.g. fiction, poetry, drama).
<p>LA.1112.2.1.10 :</p>	<p>The student will select a variety of age and ability appropriate fiction materials to read based on knowledge of authors styles, themes, and genres to expand the core foundation of knowledge necessary to connect topics and function as a fully literate member of a shared culture.</p>

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07
Belongs to: [Fiction](#)

Access Points:

- [LA.1112.2.1.In.j](#): Select a variety of fiction materials and genres based on interest or recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture.
- [LA.1112.2.1.Su.j](#): Select a variety of fiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture.
- [LA.1112.2.1.Pa.d](#): Select fiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to function as a member of a shared culture.

[LA.1112.2.1.2](#) :

The student will analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict);

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07
Belongs to: [Fiction](#)

Access Points:

- [LA.1112.2.1.In.b](#): Identify elements (e.g. character development, setting, plot structure, theme, word choice) in a variety of literary works.
- [LA.1112.2.1.Su.b](#): Identify characters, setting, problem/solution, and theme in literary works.
- [LA.1112.2.1.Pa.a](#): Identify characters, objects, actions, and settings in read-aloud literature from various genres (e.g. fiction, poetry, drama).

[LA.1112.2.1.3](#) :

The student will analyze, compare, evaluate, and interpret poetry for the effects of various literary devices, graphics, structure, and theme to convey mood, meaning, and aesthetic qualities;

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07
Belongs to: [Fiction](#)

Access Points:

- [LA.1112.2.1.In.c](#): Explain how various literary devices (e.g. sound, figurative language, graphics) convey mood and meaning in poetry.
- [LA.1112.2.1.Su.c](#): Identify literary devices (e.g., sound, descriptive language, line length, illustrations) used in poetry.
- [LA.1112.2.1.Pa.b](#): Recognize sounds, symbols, and words that describe people, objects, actions, and feelings in read-aloud literature.

[LA.1112.2.1.4](#) :

The student will analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme;

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07
Belongs to: [Fiction](#)

Access Points:

- [LA.1112.2.1.In.d](#): Identify universal themes found in works of literature.
- [LA.1112.2.1.Su.d](#): Identify a common theme in more than one literary work.
- [LA.1112.2.1.Pa.c](#): Use pictures, symbols, and words to identify characters, objects, actions, and settings in read-aloud literature.

[LA.1112.2.1.5](#) :

The student will analyze and discuss characteristics of subgenres (e.g., satire, parody, allegory) that overlap or cut across the lines of genre classifications such as poetry, novel, drama, short story, essay or editorial;

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07
Belongs to: [Fiction](#)

Access Points:

- [LA.1112.2.1.In.e](#): Write a literary response that includes a description of the literary elements (e.g. character development, setting, plot structure, theme, word choice).
- [LA.1112.2.1.Su.e](#): Write a literary response that identifies characters, setting, problem/solution, and theme.
- [LA.1112.2.1.Pa.c](#): Use pictures, symbols, and words to identify characters, objects, actions, and settings in read-aloud literature.

[LA.1112.2.1.6](#) :

The student will create a complex, multi-genre response to the reading of two or more literary works using multiple critical perspectives (e.g., historical, archetypal, social), describing and analyzing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery), and analyzing an authors development of time and sequence (e.g, through the use of complex literary devices such as foreshadowing and flashback);

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07
Belongs to: [Fiction](#)

Access Points:

- [LA.1112.2.1.In.f](#): Write a reflection that describes how literary elements and the use of literary devices (e.g. sound, figurative language, graphics) in a selection connects to life experiences and impacts the reader based on support from the text, personal experiences, or
- [LA.1112.2.1.Su.f](#): Write a reflection that describes how the characters, setting, problem/ solution, or theme and the use of descriptive language or illustrations in a selection connect to life experiences.
- [LA.1112.2.1.Pa.c](#): Use pictures, symbols, and words to identify characters, objects, actions, and settings in read-aloud literature.

<p>LA.1112.2.1.7 :</p>	<p>The student will analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts with an emphasis on how they evoke reader's emotions;</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Fiction</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.1112.2.1.In.g: Describe the use of literary devices (e.g. point of view, figurative language, idioms) in a literature selection. • LA.1112.2.1.Su.g: Identify common literary devices (e.g., point of view, figurative language, idioms) in stories. • LA.1112.2.1.Pa.b: Recognize sounds, symbols, and words that describe people, objects, actions, and feelings in read-aloud literature.
<p>LA.1112.2.1.8 :</p>	<p>The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Fiction</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.1112.2.1.In.h: Identify ideas and theme in historical literary works. • LA.1112.2.1.Su.h: Recognize the theme in historical literary works. • LA.1112.2.1.Pa.c: Use pictures, symbols, and words to identify characters, objects, actions, and settings in read-aloud literature.
<p>LA.1112.2.1.9 :</p>	<p>The student will describe changes in the English language over time, and support these descriptions with examples from literary texts; and</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Fiction</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.1112.2.1.In.i: Identify common examples of language that have been influenced by history and culture. • LA.1112.2.1.Su.i: Recognize common examples of language that have been influenced by history and culture. • LA.1112.2.1.Pa.b: Recognize sounds, symbols, and words that describe people, objects, actions, and feelings in read-aloud literature.
<p>LA.1112.2.2.1 :</p>	<p>The student will analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings);</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 01/07</p>

Belongs to: [Nonfiction](#)

Access Points:

- [LA.1112.2.2.In.a](#): Locate information provided in text features (e.g. table of contents, headings, subheadings, charts and maps, text styles, index, glossary).
- [LA.1112.2.2.Su.a](#): Identify information in text features (e.g. title, illustrations and graphics, table of contents, headings, various text styles, simple charts and maps, glossary).
- [LA.1112.2.2.Pa.a](#): Recognize persons, objects, and actions in read-aloud informational text.

[LA.1112.2.2.2](#) :

The student will use information from the text to answer questions or to state the main idea or provide relevant details;

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Nonfiction](#)

Access Points:

- [LA.1112.2.2.In.b](#): Use information from nonfiction text to identify the main idea and supporting details.
- [LA.1112.2.2.Su.b](#): Use information from read-aloud nonfiction text to identify the main idea and supporting details.
- [LA.1112.2.2.Pa.b](#): Respond purposefully to pictures or symbols paired with words used to guide classroom, school, and real-world activities.

[LA.1112.3.4.2](#) :

The student will edit for correct use of capitalization, including names of academic courses and proper adjectives;

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Editing for Language Conventions](#)

Access Points:

- [LA.1112.3.4.In.b](#): Use capitalization, including proper nouns and titles, the pronoun "I," days of the week and months of the year, initial word in sentences, and titles of books.
- [LA.1112.3.4.Su.b](#): Use capitalization, including initial word in sentences, proper names, the pronoun "I," days of the week, and months of the year.
- [LA.1112.3.4.Pa.a](#): Revise a draft product that communicates about a real-world topic when necessary by changing or rearranging pictures, symbols, or words.

[LA.1112.2.2.3](#) :

The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, outlining);

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Nonfiction](#)

Access Points:

- [LA.1112.2.2.In.c](#): Organize information to show understanding (e.g. using graphic organizers, guided retelling, and summarizing).
- [LA.1112.2.2.Su.c](#): Organize information to show understanding (e.g. using simple graphic organizers, guided retelling).
- [LA.1112.2.2.Pa.c](#): Identify pictures or symbols paired with words depicting a sequence in familiar activities.

Remarks/Examples

SS.912.C.3.11 Contrast how the Constitution safeguards and limits individual rights.

[LA.1112.2.2.4](#) :

The student will identify and analyze the characteristics of a variety of types of text (e.g., references, reports, technical manuals, articles, editorials, primary source historical documents, periodicals, job-related materials, practical/functional text); and

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Nonfiction](#)

Access Points:

- [LA.1112.2.2.In.d](#): Identify basic characteristics of variety of nonfiction text (e.g. reference materials, dictionaries, newspapers, magazines, instructions, manuals with diagrams, job-related materials).
- [LA.1112.2.2.Su.d](#): Identify a variety of nonfiction text (e.g. easy-to-read reference materials, dictionaries, magazines, newspapers, instructions, manuals, job-related materials).
- [LA.1112.2.2.Pa.b](#): Respond purposefully to pictures or symbols paired with words used to guide classroom, school, and real-world activities.

[LA.1112.2.2.5](#) :

The student will select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Nonfiction](#)

Access Points:

- [LA.1112.2.2.In.e](#): Select a variety of nonfiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture.
- [LA.1112.2.2.Su.e](#): Select a variety of nonfiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture.
- [LA.1112.2.2.Pa.d](#): Select nonfiction materials based on interest or

recommendations to expand the core foundation of knowledge necessary to function as a member of a shared culture.

Remarks/Examples

SS.912.C.4.1 Explain how the world's nations are governed differently.

[LA.1112.3.1.1](#) :

The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Prewriting](#)

Access Points:

- [LA.1112.3.1.In.a](#): Generate ideas through a variety of sources (e.g. brainstorming, notes, graphic organizers, discussion, printed materials).
- [LA.1112.3.1.Su.a](#): Generate ideas through a variety of sources (e.g. discussions, lists, printed materials).
- [LA.1112.3.1.Pa.a](#): Select information about a real-world topic for communication.

[LA.1112.3.1.2](#) :

The student will prewrite by making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion; and

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Prewriting](#)

Access Points:

- [LA.1112.3.1.In.b](#): Determine the purpose (e.g. inform, entertain, persuade, explain), intended audience, and central idea and related main ideas and supporting details for writing.
- [LA.1112.3.1.Su.b](#): Identify the purpose (e.g. inform, entertain, persuade), intended audience, and main idea and supporting details for writing.
- [LA.1112.3.1.Pa.a](#): Select information about a real-world topic for communication.

[LA.1112.3.1.3](#) :

The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Prewriting](#)

Access Points:

- [LA.1112.3.1.In.c](#): Use graphic organizers, charts, and outlines to create an organizational plan for writing.
- [LA.1112.3.1.Su.c](#): Use graphic organizers, charts, or outlines to arrange main ideas and relevant supporting details into a logical sequence.

	<p>LA.1112.3.1.Pa.a: Select information about a real-world topic for communication.</p>
<p>LA.1112.3.2.1 :</p>	<p>The student will draft writing by developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Drafting</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.1112.3.2.In.a: Use a prewriting plan to develop central idea, main ideas, and supporting details. • LA.1112.3.2.Su.a: Use a prewriting plan to develop the main ideas and supporting details. • LA.1112.3.2.Pa.a: Draft a product that communicates information about a real-world topic using pictures, symbols, or words.
<p>LA.1112.3.2.2 :</p>	<p>The student will draft writing by establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Drafting</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.1112.3.1.In.b: Determine the purpose (e.g. inform, entertain, persuade, explain), intended audience, and central idea and related main ideas and supporting details for writing. • LA.1112.3.1.Su.b: Identify the purpose (e.g. inform, entertain, persuade), intended audience, and main idea and supporting details for writing. • LA.1112.3.2.Pa.a: Draft a product that communicates information about a real-world topic using pictures, symbols, or words.
<p>LA.1112.3.2.3 :</p>	<p>The student will draft writing by analyzing language techniques of professional authors (e.g., figurative language, denotation, connotation) to establish a personal style, demonstrating a command of language with conviction of expression. Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Drafting</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.1112.3.2.In.a: Use a prewriting plan to develop central idea, main ideas, and supporting details. • LA.1112.3.2.Su.a: Use a prewriting plan to develop the main ideas and supporting details. • LA.1112.3.2.Pa.a: Draft a product that communicates information about a real-world topic using pictures, symbols, or words.
<p>LA.1112.3.3.1 :</p>	<p>The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence</p>

variation;

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Revising](#)

Access Points:

- [LA.1112.3.3.In.a](#): Review for content, focus, organization, word choice, and use of simple and compound sentences.
- [LA.1112.3.3.Su.a](#): Review for content, organization and word choice and use of complete sentences to express ideas.
- [LA.1112.3.3.Pa.a](#): Revise a draft product that communicates about a real-world topic when necessary by changing or rearranging pictures, symbols, or words.

[LA.1112.3.3.2](#) :

The student will revise by creating clarity and logic by maintaining central theme, idea, or unifying point and developing meaningful relationships among ideas;

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Revising](#)

Access Points:

- [LA.1112.3.3.In.b](#): Improve connections between main ideas and details by using transitional words, phrases, or sentences to clarify meaning and modifying details as needed to communicate the purpose.
- [LA.1112.3.3.Su.b](#): Improve connections between main idea and details.
- [LA.1112.3.3.Pa.a](#): Revise a draft product that communicates about a real-world topic when necessary by changing or rearranging pictures, symbols, or words.

[LA.1112.3.3.3](#) :

The student will revise by creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus) to select more effective and precise language; and

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Revising](#)

Access Points:

- [LA.1112.3.3.In.c](#): Rearrange or change words and sentences to clarify meaning or add interest using resources and reference materials to select vocabulary.
- [LA.1112.3.3.Su.c](#): Add descriptive words or details using resources to change word choices or select new vocabulary.
- [LA.1112.3.3.Pa.a](#): Revise a draft product that communicates about a real-world topic when necessary by changing or rearranging pictures, symbols, or words.

<p>LA.1112.3.3.4 :</p>	<p>The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 01/07</p> <p>Belongs to: Revising</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.1112.3.3.In.d: Use tools and strategies (e.g. checklists, rubrics dictionary, teacher review, peer review) to improve writing. • LA.1112.3.3.Su.d: Use tools, strategies, and resources to improve the writing (e.g., teacher review, peer review, dictionary). • LA.1112.3.3.Pa.a: Revise a draft product that communicates about a real-world topic when necessary by changing or rearranging pictures, symbols, or words.
<p>LA.1112.3.4.1 :</p>	<p>The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English (laissez faire, croissant);</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 01/07</p> <p>Belongs to: Editing for Language Conventions</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.1112.3.4.In.a: Spell high frequency words and phonetically regular words using spelling rules, orthographic patterns, and knowledge of common root words, prefixes, and suffixes. • LA.1112.3.4.Su.a: Spell of phonetically regular and high frequency words using a word bank, dictionary, or other resource as necessary. • LA.1112.3.4.Pa.a: Revise a draft product that communicates about a real-world topic when necessary by changing or rearranging pictures, symbols, or words.
<p>LA.1112.3.4.3 :</p>	<p>The student will edit for correct use of punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, parentheses, ellipses, brackets, and underlining or italics;</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 01/07</p> <p>Belongs to: Editing for Language Conventions</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.1112.3.4.In.c: Use end punctuation, quotation marks, and commas. • LA.1112.3.4.Su.c: Use end punctuation for sentences and commas in dates. • LA.1112.3.4.Pa.a: Revise a draft product that communicates about a real-world topic when necessary by changing or rearranging pictures, symbols, or words.
<p>LA.1112.3.4.4 :</p>	<p>The student will edit for correct use of grammar and usage, including but not</p>

limited to parts of speech, verb tense, noun/pronoun agreement, subject/verb agreement, pronoun/antecedent agreement, parallel structure, modifier placement, comparative and superlative adjectives and adverbs, and unintended shift in person or tense; and

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Editing for Language Conventions](#)

Access Points:

- [LA.1112.3.4.In.d](#): Use correct subject and verb agreement.
- [LA.1112.3.4.Su.d](#): Correct use of singular and plural nouns.
- [LA.1112.3.4.Pa.a](#): Revise a draft product that communicates about a real-world topic when necessary by changing or rearranging pictures, symbols, or words.

[LA.1112.3.4.5](#) :

The student will edit for correct use of varied sentence structure, including the elimination of dangling or misplaced modifiers, run-on or fused sentences, and unintended sentence fragments.

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Editing for Language Conventions](#)

Access Points:

- [LA.1112.3.4.In.e](#): Use complete sentences.
- [LA.1112.3.4.Su.e](#): Use complete sentences.
- [LA.1112.3.4.Pa.a](#): Revise a draft product that communicates about a real-world topic when necessary by changing or rearranging pictures, symbols, or words.

[LA.1112.3.5.1](#) :

The student will prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia);

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Publishing](#)

Access Points:

- [LA.1112.3.5.In.a](#): Prepare writing in a format appropriate for the purpose and audience.
- [LA.1112.3.5.Su.a](#): Prepare writing appropriate to the purpose.
- [LA.1112.3.5.Pa.a](#): Produce final products that effectively communicate information about a real-world topic using pictures, symbols, or words.

[LA.1112.3.5.2](#) :

The student will include such techniques as principle of design (e.g., margins, tabs, spacing, and columns) and graphics (e.g., drawings, charts, graphs); and

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Publishing](#)

Access Points:

- [LA.1112.3.5.In.b](#): Use required spacing and margins to indicate paragraphs and other key features of text and include graphics or illustrations as needed to enhance writing.
- [LA.1112.3.5.Su.b](#): Use required spacing and margins and include graphics or illustrations as needed.
- [LA.1112.3.5.Pa.a](#): Produce final products that effectively communicate information about a real-world topic using pictures, symbols, or words.

[LA.1112.3.5.3](#) :

Sharing with others, or submitting for publication.

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Publishing](#)

Access Points:

- [LA.1112.3.5.In.c](#): Share finished writing with intended audience.
- [LA.1112.3.5.Su.c](#): Share writing with the intended audience.
- [LA.1112.3.5.Pa.a](#): Produce final products that effectively communicate information about a real-world topic using pictures, symbols, or words.

[LA.1112.4.1.1](#) :

The student will write in a variety of expressive and reflective forms that uses a range of appropriate strategies and specific narrative techniques, employs literary devices, and sensory description; and

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Creative](#)

Access Points:

- [LA.1112.4.1.In.a](#): Write narratives about events or experiences using clear language and format appropriate to the purpose and intended audience with a main idea, descriptive details, a logical sequence of events, setting, and plot.
- [LA.1112.4.1.Su.a](#): Write a narrative about real or imagined events that includes a main idea, descriptive details, characters, sequence of events, and setting.
- [LA.1112.4.1.Pa.a](#): Communicate information that tells about persons, objects, and events according to the audience and purpose.

[LA.1112.4.1.2](#) :

The student will incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Creative](#)

Access Points:

- [LA.1112.4.1.In.b](#): Write expressive forms (e.g. poems, plays, songs) appropriate to the purpose and intended audience that include rhythm and rhyme, dialogue, appropriate format and figurative language.
- [LA.1112.4.1.Su.b](#): Write expressive forms (e.g. poetry, skits).
- [LA.1112.4.1.Pa.b](#): Recognize patterns and images in familiar poetry, dialogue,

songs, and rhymes.

[LA.1112.4.2.1](#) :

The student will write in a variety of informational/expository forms, including documents using precise technical and scientific vocabulary (e.g., manuals, procedures, directions);

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Informative](#)

Access Points:

- [LA.1112.4.2.In.a](#): Write in a variety of expository forms (e.g. summary, newspaper article, log, journal, brief report).
- [LA.1112.4.2.Su.a](#): Write in a variety of expository forms (e.g. daily journal, log, brief article).
- [LA.1112.4.2.Pa.a](#): Communicate information about topics using pictures, symbols, or words.

[LA.1112.4.2.2](#) :

The student will record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information;

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Informative](#)

Access Points:

- [LA.1112.4.2.In.b](#): Record information (e.g. observations, notes, lists, charts, labels, legends) related to a topic.
- [LA.1112.4.2.Su.b](#): Record information (e.g. observations, notes, lists, labels, charts) related to a topic.
- [LA.1112.4.2.Pa.b](#): Communicate information about activities and tasks in a real-world situation.

Remarks/Examples

SS.912.C.3.3	Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.
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[LA.1112.4.2.3](#) :

The student will write informational/expository essays that speculate on the causes and effects of a situation, establish the connection between the postulated causes or effects, offer evidence supporting the validity of the proposed causes or effects, and include introductory, body, and concluding paragraphs;

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Informative](#)

Access Points:

- [LA.1112.4.2.In.c](#): Write expository paragraphs that contain a topic sentence, supporting details, and relevant information.

- [LA.1112.4.2.Su.c](#): Write an expository paragraph that includes a topic sentence, supporting details, and relevant information about the topic.
- [LA.1112.4.2.Pa.c](#): Communicate a message or invitation to the intended person or group in a real-world situation.

Remarks/Examples

SS.912.C.1.2

Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.

[LA.1112.4.2.4](#) :

The student will write a business letter and/or memo that presents information purposefully and succinctly to meet the needs of the intended audience following a conventional format (e.g., block, modified block, memo, email);

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Informative](#)

Access Points:

- [LA.1112.4.2.In.d](#): Write a formal letter using a conventional business letter format (e.g. heading, salutations, body, closing, signature) and address an envelope.
- [LA.1112.4.2.Su.d](#): Compose a friendly or formal letter and address an envelope using resources (e.g. model or template, dictionary, adult assistance).
- [LA.1112.4.2.Pa.c](#): Communicate a message or invitation to the intended person or group in a real-world situation.

[LA.1112.4.2.5](#) :

The student will write detailed travel directions and design an accompanying graphic using the cardinal and ordinal directions, landmarks, streets and highways, and distances; and

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Informative](#)

Access Points:

- [LA.1112.4.2.In.e](#): Write functional text for real-world situations (e.g. lists, instructions, reminder notes, telephone messages).
- [LA.1112.4.2.Su.e](#): Write functional text for real-world situations (e.g. lists, reminder notes, telephone messages).
- [LA.1112.4.2.Pa.d](#): Express preferences and choices for activities.

[LA.1112.4.2.6](#) :

The student will write a work-related document (e.g., application, resume, meeting minutes, memo, cover letter, letter of application, speaker introduction, letter of recommendation).

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Informative](#)

Access Points:

- [LA.1112.4.2.In.f](#): Complete work-related documents (e.g. job applications, personal resume, memos).
- [LA.1112.4.2.Su.f](#): Complete work-related documents (e.g. job application, personal resume).
- [LA.1112.4.2.Pa.e](#): Communicate preferences for possible career or adult activities.

[LA.1112.4.3.1](#) :

The student will write essays that state a position or claim, present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledge and refute opposing arguments; and

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Persuasive](#)

Access Points:

- [LA.1112.4.3.In.a](#): Select a favorite topic or activity and write persuasive text (e.g. advertisement, sentences, paragraph) that includes detailed evidence to support why the topic or activity is important.
- [LA.1112.4.3.Su.a](#): Select a favorite topic or activity and write persuasive text (e.g. advertisement, poster, message) that shows why the topic or activity is important.
- [LA.1112.4.3.Pa.a](#): Communicate preferences or feelings about familiar persons, objects, or actions in a variety of daily activities in real-world situations.

[LA.1112.4.3.2](#) :

The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony, symbols, glittering generalities, card stacking, testimonials, bandwagon, image association, transfer).

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Persuasive](#)

Access Points:

- [LA.1112.4.3.In.a](#): Select a favorite topic or activity and write persuasive text (e.g. advertisement, sentences, paragraph) that includes detailed evidence to support why the topic or activity is important.
- [LA.1112.4.3.Su.a](#): Select a favorite topic or activity and write persuasive text (e.g. advertisement, poster, message) that shows why the topic or activity is important.
- [LA.1112.4.3.Pa.a](#): Communicate preferences or feelings about familiar persons, objects, or actions in a variety of daily activities in real-world situations.

[LA.1112.5.1.1](#) :

The student will use fluent and legible handwriting skills.

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Penmanship](#)

Access Points:

- [LA.1112.5.1.In.a](#): Use legible handwriting.
- [LA.1112.5.1.Su.a](#): Use legible handwriting.
- [LA.1112.5.1.Pa.a](#): Use pictures, symbols, or words to communicate meaning.

[LA.1112.5.2.1](#) :

The student will demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by critically evaluating and analyzing oral presentations;

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Listening and Speaking](#)

Access Points:

- [LA.1112.5.2.In.a](#): Use effective listening skills and behaviors for a variety of purposes and demonstrate understanding by asking and answering relevant questions about oral presentations.
- [LA.1112.5.2.Su.a](#): Use effective listening skills and behaviors for a specified purpose and demonstrate understanding by answering relevant questions about oral presentations.
- [LA.1112.5.2.Pa.a](#): Listen and demonstrate understanding of information in real-world situations.

[LA.1112.5.2.2](#) :

The student will apply oral communication skills in interviews, formal presentations, and impromptu situations according to designed rubric criteria;

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Listening and Speaking](#)

Access Points:

- [LA.1112.5.2.In.b](#): Apply oral communication skills in interviews with familiar persons, brief presentations, and other real-world situations.
- [LA.1112.5.2.Su.b](#): Apply oral communication skills in interviews with familiar persons and other real-world situations.
- [LA.1112.5.2.Pa.b](#): Communicate information and requests in familiar activities in real-world situations.

[LA.1112.5.2.3](#) :

The student will use research and visual aids to deliver oral presentations that inform, persuade, or entertain, and evaluates ones own and others oral presentations according to designed rubric criteria;

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Listening and Speaking](#)

Access Points:

- [LA.1112.5.2.In.c](#): Use information from multiple sources and visual aids to deliver oral presentations that inform, persuade, or entertain.

- [LA.1112.5.2.Su.c](#): Locate and use information in familiar sources for oral presentations for specific occasions.
- [LA.1112.5.2.Pa.c](#): Communicate information and preferences to a variety of individuals in real-world situations.

Remarks/Examples

SS.912.C.2.7 Explain why rights have limits and are not absolute.

[LA.1112.5.2.4](#) :

The student will use appropriate eye contact, body movements, and voice register for audience engagement in formal and informal speaking situations; and

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Listening and Speaking](#)

Access Points:

- [LA.1112.5.2.In.d](#): Adjust voice, tone, and language to match requirements of real-world situations.
- [LA.1112.5.2.Su.d](#): Adjust conversational language to match requirements of real-world settings.
- [LA.1112.5.2.Pa.c](#): Communicate information and preferences to a variety of individuals in real-world situations.

[LA.1112.5.2.5](#) :

The student will research and organize information and demonstrate effective speaking skills and behaviors for a variety of formal and informal purposes.

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Listening and Speaking](#)

Access Points:

- [LA.1112.5.2.In.e](#): Organize information and deliver speeches to entertain, inform, and persuade for a variety of purposes.
- [LA.1112.5.2.Su.e](#): Organize ideas and give informal oral presentations about real-world situations using appropriate eye contact, body language, and gestures.
- [LA.1112.5.2.Pa.c](#): Communicate information and preferences to a variety of individuals in real-world situations.

[LA.1112.6.1.1](#) :

The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Informational Text](#)

Access Points:

- [LA.1112.6.1.In.a](#): Locate information provided in text features (e.g. table of contents, headings, subheadings, charts and maps, text styles, index,

	<p>glossary).</p> <ul style="list-style-type: none"> • LA.1112.6.1.Su.a: Identify information in text features (e.g. title, illustrations, graphics, table of contents, headings various text styles, simple charts and maps, glossary). • LA.1112.6.1.Pa.a: Use familiar pictures, symbols, or words to make choices and complete consumer, workplace, or other real-world tasks.
<p>LA.1112.6.1.2 :</p>	<p>The student will analyze the structure and format (e.g., diagrams, graphics, fonts) of functional workplace consumer, or technical documents; and Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Informational Text</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.1112.6.1.In.b: Identify specific features of consumer, workplace, or other real-world documents or manuals (e.g. diagrams, instructions, organization of content) and use the information to follow procedures, solve problems, and make decisions. • LA.1112.6.1.Su.b: Use easy-to-read consumer, workplace, or other real-world documents or manuals for consumer, workplace, and real-world tasks. • LA.1112.6.1.Pa.a: Use familiar pictures, symbols, or words to make choices and complete consumer, workplace, or other real-world tasks.
<p>LA.1112.6.1.3 :</p>	<p>The student will use the knowledge to create workplace, consumer, or technical documents. Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Informational Text</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.1112.6.1.In.c: Create a personal job aid (e.g. checklist, pictured directions, step-by-step procedures). • LA.1112.6.1.Su.c: Create a personal job aid (e.g. pictured directions). • LA.1112.6.1.Pa.a: Use familiar pictures, symbols, or words to make choices and complete consumer, workplace, or other real-world tasks.
<p>LA.1112.6.2.1 :</p>	<p>The student will select a topic and develop a comprehensive flexible search plan, and analyze and apply evaluative criteria (e.g., objectivity, freedom from bias, topic format) to assess appropriateness of resources; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Research Process</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.1112.6.2.In.a: Identify a problem and develop a search plan to select resources for information. • LA.1112.6.2.Su.a: Select a topic and use a predetermined search plan to locate information in references or other sources.

- [LA.1112.6.2.Pa.a](#): Select a topic of interest to explore.

Remarks/Examples

SS.912.C.3.4	Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.
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[LA.1112.6.2.2](#) :

The student will organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations;

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Research Process](#)

Access Points:

- [LA.1112.6.2.In.b](#): Locate and obtain information from multiple references or resources (e.g. digital or print texts, maps, charts, graphs, photographs) and use appropriate sources to check the accuracy of information.
- [LA.1112.6.2.Su.b](#): Locate information (e.g. digital or print texts, charts, photographs) to answer search questions and determine whether content in informational materials is accurate.
- [LA.1112.6.2.Pa.b](#): Use teacher-recommended sources to obtain information about the topic and seek assistance to clarify meaning of pictures, symbols, or words.

[LA.1112.6.2.3](#) :

The student will write an informational report that integrates information and makes distinctions between the relative value and significance of specific data, facts, and ideas; and

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Research Process](#)

Access Points:

- [LA.1112.6.2.In.c](#): Write a report that includes a main idea and relevant details in an organized sequence that supports the topic, with direct quotations, a concluding statement, and a list of sources used.
- [LA.1112.6.2.Su.c](#): Write a report that includes a title, main idea and organized details, relevant illustrations and graphics, a closing statement, and a list of sources used.
- [LA.1112.6.2.Pa.c](#): Communicate information about selected topic using pictures, symbols, or words.

[LA.1112.6.2.4](#) :

The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Research Process](#)

Access Points:

- [LA.1112.6.2.In.d](#): Identify and use legal and ethical practices for the use of information in media and other sources in compliance with the law.
- [LA.1112.6.2.Su.d](#): Follow ethical practices when using media and other sources for information.
- [LA.1112.6.2.Pa.d](#): Identify sources of information used in communication.

[LA.1112.6.3.1](#) :

The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media;

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Media Literacy](#)

Access Points:

- [LA.1112.6.3.In.a](#): Identify persuasive techniques in mass media and determine if media messages are from reliable sources.
- [LA.1112.6.3.Su.a](#): Recognize persuasive techniques in mass media and identify information that is obviously not correct.
- [LA.1112.6.3.Pa.a](#): Recognize persuasive information presented in mass media.

Remarks/Examples

SS.912.C.2.13	Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.
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[LA.1112.6.3.2](#) :

The student will ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles; and

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Media Literacy](#)

Access Points:

- [LA.1112.6.3.In.b](#): Use media with graphics, sound, or color to communicate information on a topic.
- [LA.1112.6.3.Su.b](#): Use media with graphics to communicate information.
- [LA.1112.6.3.Pa.b](#): Use media to obtain information.

[LA.1112.6.3.3](#) :

The student will demonstrate the ability to select print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation.

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Media Literacy](#)

Access Points:

- [LA.1112.6.3.In.c](#): Select print and nonprint media to use in oral presentations.
- [LA.1112.6.3.Su.c](#): Select print and nonprint media to use in an oral

	<p>presentation.</p> <ul style="list-style-type: none"> • LA.1112.6.3.Pa.c: Use print or nonprint media to communicate information.
<p>LA.1112.6.4.1 :</p>	<p>The student will select and use appropriate available technologies (e.g., computer, digital camera) to enhance communication and achieve a purpose (e.g., video, presentations); and</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Technology</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.1112.6.4.In.a: Use appropriate available technologies to enhance communication. • LA.1112.6.4.Su.a: Use appropriate available technologies to enhance communication. • LA.1112.6.4.Pa.a: Use appropriate available technologies to enhance communication.
<p>LA.1112.6.4.2 :</p>	<p>The student will routinely use digital tools for publication, communication and productivity.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Technology</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.1112.6.4.In.b: Select and use technology tools to publish and present information on a variety of topics. • LA.1112.6.4.Su.b: Use technology tools to publish and present a topic or story with text and graphics. • LA.1112.6.4.Pa.b: Use a technology tool to communicate information in real-world situations.



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Remarks/Examples

SS.912.C.4.3 Assess human rights policies of the United States and other countries.

[LA.910.2.2.4](#) :

The student will identify and analyze the characteristics of a variety of types of text (e.g., references, reports, technical manuals, articles, editorials, primary source historical documents, periodicals, job-related materials, practical/functional text); and

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Nonfiction](#)

Access Points:

- [LA.910.2.2.In.d](#): Identify basic characteristics of variety of nonfiction text (e.g. reference materials, dictionaries, newspapers, magazines, instructions, manuals with diagrams).
- [LA.910.2.2.Su.d](#): Identify a variety of nonfiction text (e.g. easy-to-read reference materials, dictionaries, magazines, newspapers, instructions).
- [LA.910.2.2.Pa.b](#): Respond purposefully to pictures or symbols paired with words used to guide classroom and school activities.

[LA.910.2.2.5](#) :

The student will select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Nonfiction](#)

Access Points:

- [LA.910.2.2.In.e](#): Select a variety of nonfiction materials to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture.
- [LA.910.2.2.Su.e](#): Select a variety of nonfiction materials to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture.
- [LA.910.2.2.Pa.d](#): Select nonfiction materials to expand the core foundation of knowledge necessary to function as a member of a shared culture.

Remarks/Examples

SS.912.C.2.2 Evaluate the importance of political participation and civic participation.

<p>LA.910.3.1.1 :</p>	<p>The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Prewriting</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.910.3.1.In.a: Generate ideas through a variety of sources (e.g. brainstorming, prior knowledge, graphic organizers, discussion, printed material). • LA.910.3.1.Su.a: Generate ideas through a variety of sources (e.g. discussions, lists, printed material). • LA.910.3.1.Pa.a: Select information about a person, object, activity, or event as the topic of communication.
<p>LA.910.3.1.2 :</p>	<p>The student will prewrite by making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Prewriting</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.910.3.1.In.b: Determine the purpose (e.g. inform, entertain, persuade, explain), intended audience, and central idea and related main ideas and supporting details for writing. • LA.910.3.1.Su.b: Identify the purpose (e.g. inform, entertain, persuade), intended audience, and main idea and supporting details for writing. • LA.910.3.1.Pa.a: Select information about a person, object, activity, or event as the topic of communication.
<p>LA.910.3.1.3 :</p>	<p>The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style. Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Prewriting</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.910.3.1.In.c: Use graphic organizers, charts, and outlines to plan writing in an organized sequence. • LA.910.3.1.Su.c: Use a graphic organizer or chart to arrange the main ideas and supporting details into a logical sequence. • LA.910.3.1.Pa.a: Select information about a person, object, activity, or event as the topic of communication.
<p>LA.910.3.2.1 :</p>	<p>The student will draft writing by developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience;</p>

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07
Belongs to: [Drafting](#)

Access Points:

- [LA.910.3.2.In.a](#): Use a prewriting plan to develop a central idea and related main ideas(s) and supporting details.
- [LA.910.3.2.Su.a](#): Use a prewriting plan to develop the main ideas and supporting details.
- [LA.910.3.2.Pa.a](#): Draft a product that communicates information about a person, object or event using pictures, symbols, or words.

[LA.910.3.2.2](#) :

The student will draft writing by establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07
Belongs to: [Drafting](#)

Access Points:

- [LA.910.3.1.In.b](#): Determine the purpose (e.g. inform, entertain, persuade, explain), intended audience, and central idea and related main ideas and supporting details for writing.
- [LA.910.3.1.Su.b](#): Identify the purpose (e.g. inform, entertain, persuade), intended audience, and main idea and supporting details for writing.
- [LA.910.3.2.Pa.a](#): Draft a product that communicates information about a person, object or event using pictures, symbols, or words.

[LA.910.3.2.3](#) :

The student will draft writing by analyzing language techniques of professional authors (e.g., figurative language, denotation, connotation) to establish a personal style, demonstrating a command of language with confidence of expression.

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07
Belongs to: [Drafting](#)

Access Points:

- [LA.910.3.2.In.a](#): Use a prewriting plan to develop a central idea and related main ideas(s) and supporting details.
- [LA.910.3.2.Su.a](#): Use a prewriting plan to develop the main ideas and supporting details.
- [LA.910.3.2.Pa.a](#): Draft a product that communicates information about a person, object or event using pictures, symbols, or words.

[LA.910.3.3.1](#) :

The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07
Belongs to: [Revising](#)

Access Points:

- [LA.910.3.3.In.a](#): Review for content, focus, organization, word choice, and use of simple and compound sentences.
- [LA.910.3.3.Su.a](#): Review for content, organization, and word choice and use of complete sentences.
- [LA.910.3.3.Pa.a](#): Adjust draft communication about a person, object, or event when necessary by selecting, changing or rearranging pictures, symbols, or words.

[LA.910.3.3.2](#) :

The student will revise by creating clarity and logic by maintaining central theme, idea, or unifying point and developing meaningful relationships among ideas;

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Revising](#)

Access Points:

- [LA.910.3.3.In.b](#): Improve connections between main ideas and details by using transitional words and modifying details to communicate the purpose.
- [LA.910.3.3.Su.b](#): Improve connections between main idea and details.
- [LA.910.3.3.Pa.a](#): Adjust draft communication about a person, object, or event when necessary by selecting, changing or rearranging pictures, symbols, or words.

[LA.910.3.3.3](#) :

The student will revise by creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus) to select more effective and precise language; and

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Revising](#)

Access Points:

- [LA.910.3.3.In.c](#): Rearrange or change words and sentences to clarify meaning or add interest using resources and reference materials to select vocabulary.
- [LA.910.3.3.Su.c](#): Add descriptive words or details using resources to change word choices or select new vocabulary.
- [LA.910.3.3.Pa.a](#): Adjust draft communication about a person, object, or event when necessary by selecting, changing or rearranging pictures, symbols, or words.

[LA.910.3.4.1](#) :

The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English (laissez faire, croissant);

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Editing for Language Conventions](#)

Access Points:

- [LA.910.3.4.In.a](#): Spell high frequency words and phonetically regular words using spelling rules and orthographic patterns.
- [LA.910.3.4.Su.a](#): Spell phonetically regular and high frequency words, using a word bank, dictionary, or other resource as necessary.
- [LA.910.3.4.Pa.a](#): Adjust draft communication about a person, object, activity, or event when necessary by changing or rearranging pictures, symbols, or words.

[LA.910.3.4.2](#) :

The student will edit for correct use of capitalization, including names of academic courses and proper adjectives;

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Editing for Language Conventions](#)

Access Points:

- [LA.910.3.4.In.b](#): Use capitalization, including proper nouns, the pronoun “I,” days of the week and months of the year, initial word of sentences, and titles of books.
- [LA.910.3.4.Su.b](#): Use capitalization, including initial word in sentences, proper names, and the pronoun “I,” days of the week, and months of the.
- [LA.910.3.4.Pa.a](#): Adjust draft communication about a person, object, activity, or event when necessary by changing or rearranging pictures, symbols, or words.

[LA.910.3.4.3](#) :

The student will edit for correct use of punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, and underlining or italics;

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Editing for Language Conventions](#)

Access Points:

- [LA.910.3.4.In.c](#): Use end punctuation, quotations marks for exact words from cited sources, and commas in dates and items in a series.
- [LA.910.3.4.Su.c](#): Use end punctuation (period, question mark, and exclamation point) for sentences.
- [LA.910.3.4.Pa.a](#): Adjust draft communication about a person, object, activity, or event when necessary by changing or rearranging pictures, symbols, or words.

[LA.910.3.4.4](#) :

The student will edit for correct use of possessives, subject/verb agreement, comparative and superlative adjectives and adverbs, and noun/pronoun agreement; and

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Editing for Language Conventions](#)

Access Points:

- [LA.910.3.4.In.d](#): Use correct subject and verb agreement.
- [LA.910.3.4.Su.d](#): Correct use of singular and plural nouns.
- [LA.910.3.4.Pa.a](#): Adjust draft communication about a person, object, activity, or event when necessary by changing or rearranging pictures, symbols, or words.

[LA.910.3.4.5](#) :

The student will edit for correct use of sentence formation, including absolutes and absolute phrases, infinitives and infinitive phrases, and use of fragments for effect.

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Editing for Language Conventions](#)

Access Points:

- [LA.910.3.4.In.e](#): Use complete sentences.
- [LA.910.3.4.Su.e](#): Use complete sentences.
- [LA.910.3.4.Pa.a](#): Adjust draft communication about a person, object, activity, or event when necessary by changing or rearranging pictures, symbols, or words.

[LA.910.3.5.1](#) :

The student will prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia);

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Publishing](#)

Access Points:

- [LA.910.3.5.In.a](#): Prepare writing in a format appropriate to audience and purpose.
- [LA.910.3.5.Su.a](#): Prepare writing appropriate to the purpose.
- [LA.910.3.5.Pa.a](#): Produce final products that effectively communicate information about a person, object, activity, or event using pictures, symbols, or words.

[LA.910.3.5.2](#) :

The student will include such techniques as principle of design (e.g., margins, tabs, spacing, columns) and graphics (e.g., drawings, charts, graphs); and

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Publishing](#)

Access Points:

- [LA.910.3.5.In.b](#): Use required spacing and margins to indicate paragraphs and other key features of text and include graphics and illustrations as needed.
- [LA.910.3.5.Su.b](#): Use required spacing and margins and include graphics or illustrations as needed.
- [LA.910.3.5.Pa.a](#): Produce final products that effectively communicate information about a person, object, activity, or event using pictures, symbols, or words.

<p>LA.910.3.5.3 :</p>	<p>The student will sharing with others, or submitting for publication. Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Publishing</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.910.3.5.In.c: Share writing with the intended audience. • LA.910.3.5.Su.c: Share writing with the intended audience. • LA.910.3.5.Pa.a: Produce final products that effectively communicate information about a person, object, activity, or event using pictures, symbols, or words.
<p>LA.910.4.1.1 :</p>	<p>The student will write in a variety of expressive and reflective forms that use a range of appropriate strategies and specific narrative techniques, employ literary devices, and sensory description; and Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Creative</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.910.4.1.In.a: Write narratives about events or experiences using clear language and format with a main idea, descriptive details, a logical sequence of events, setting, and plot. • LA.910.4.1.Su.a: Write narratives about events with a main idea, descriptive details, characters, sequence of events, and setting. • LA.910.4.1.Pa.a: Communicate information that tells about persons, objects, and events according to the audience.
<p>LA.910.4.1.2 :</p>	<p>The student will incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format. Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Creative</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.910.4.1.In.b: Write expressive forms (e.g. poems, plays, songs) that include rhythm and rhyme, dialogue, appropriate format, and figurative language for the intended audience or purpose. • LA.910.4.1.Su.b: Write expressive forms (e.g. poetry, songs, skits). • LA.910.4.1.Pa.b: Recognize patterns and images in familiar poetry, dialogue, songs, rhymes.
<p>LA.910.4.2.1 :</p>	<p>The student will write in a variety of informational/expository forms, including a variety of technical documents (e.g., how-to-manuals, procedures, assembly directions); Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Informative</p> <p>Access Points:</p>

- [LA.910.4.2.In.a](#): Write in a variety of expository forms (e.g. summary, newspaper article, log, journal, brief report).
- [LA.910.4.2.Su.a](#): Write in a variety of expository forms (e.g. daily journal, log, summary, brief article).
- [LA.910.4.2.Pa.a](#): Communicate information about persons, objects, activities, or events using pictures, symbols, or words.

[LA.910.4.2.2](#) :

The student will record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information;

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Informative](#)

Access Points:

- [LA.910.4.2.In.b](#): Record information (e.g. observations, notes, lists, charts, labels, legends) related to a topic.
- [LA.910.4.2.Su.b](#): Record information (e.g. notes, lists, labels, charts) related to a topic
- [LA.910.4.2.Pa.b](#): Communicate information about classroom activities or tasks.

[LA.910.4.2.3](#) :

The student will write informational/expository essays that speculate on the causes and effects of a situation, establish the connection between the postulated causes or effects, offer evidence supporting the validity of the proposed causes or effects, and include introductory, body, and concluding paragraphs;

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Informative](#)

Access Points:

- [LA.910.4.2.In.c](#): Write expository paragraphs that contain a topic sentence, supporting details, and relevant information.
- [LA.910.4.2.Su.c](#): Write expository text that includes a topic sentence, supporting details, and relevant information about the topic;
- [LA.910.4.2.Pa.b](#): Communicate information about classroom activities or tasks.

[LA.910.4.2.4](#) :

The student will write a business letter and/or memo that presents information purposefully and succinctly to meet the needs of the intended audience following a conventional format (e.g., block, modified block, memo, email);

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Informative](#)

Access Points:

- [LA.910.4.2.In.d](#): Compose a formal letter using a conventional business letter

	<p>format (e.g. heading, salutation, body, closing, signature) and address an envelope.</p> <ul style="list-style-type: none"> • LA.910.4.2.Su.d: Compose informal invitations, friendly messages, thank-you notes, and a friendly or formal letter and address an envelope using resources (e.g. model or template, dictionary, adult assistance); • LA.910.4.2.Pa.c: Communicate a message or invitation to the intended person or group.
<p>LA.910.4.2.5 :</p>	<p>The student will write detailed travel directions and design an accompanying graphic using the cardinal and ordinal directions, landmarks, streets and highways, and distances; and</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Informative</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.910.4.2.In.e: Write functional text (e.g. three-step instructions, recipes, labels, posters, graphs/tables). • LA.910.4.2.Su.e: Produce functional text (e.g. two-step directions, labels, posters, basic recipes, posters, signs). • LA.910.4.2.Pa.d: Express preferences and choices for activities.
<p>LA.910.4.2.6 :</p>	<p>The student will write a work-related document (e.g., application, resume, meeting minutes, memo, cover letter, letter of application, speaker introduction, letter of recommendation).</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Informative</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.910.4.2.In.f: Complete work-related documents (e.g. job applications, personal resume). • LA.910.4.2.Su.f: Complete work-related documents (e.g. job application). • LA.910.4.2.Pa.e: Complete work-related documents (e.g. indicate job preference).
<p>LA.910.4.3.1 :</p>	<p>The student will write essays that state a position or claim, present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledge and refute opposing arguments; and</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Persuasive</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.910.4.3.In.a: Select a favorite topic or activity and write persuasive text (e.g. advertisement, sentences, paragraph) that includes evidence to support why the topic or activity is important. • LA.910.4.3.Su.a: Select a favorite topic or activity and write persuasive text

(e.g. advertisement, poster) that shows why the topic or activity is important.

- [LA.910.4.3.Pa.a](#): Communicate preferences or feelings about familiar persons, objects, or actions in a variety of daily activities.

Remarks/Examples

SS.912.C.2.6	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
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[LA.910.4.3.2](#) :

The student will include persuasive techniques.

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Persuasive](#)

Access Points:

- [LA.910.4.3.In.a](#): Select a favorite topic or activity and write persuasive text (e.g. advertisement, sentences, paragraph) that includes evidence to support why the topic or activity is important.
- [LA.910.4.3.Su.a](#): Select a favorite topic or activity and write persuasive text (e.g. advertisement, poster) that shows why the topic or activity is important.
- [LA.910.4.3.Pa.a](#): Communicate preferences or feelings about familiar persons, objects, or actions in a variety of daily activities.

[LA.910.5.1.1](#) :

The student will use fluent and legible handwriting skills.

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Penmanship](#)

Access Points:

- [LA.910.5.1.In.a](#): Use legible handwriting.
- [LA.910.5.1.Su.a](#): Use legible handwriting.
- [LA.910.5.1.Pa.a](#): Use pictures, symbols, or words to communicate meaning.

[LA.910.5.2.1](#) :

The student will select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation);

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Listening and Speaking](#)

Access Points:

- [LA.910.5.2.In.a](#): Use a specified listening strategy according to the intended purpose (e.g. solving a problem, remembering information).
- [LA.910.5.2.Su.a](#): Use a listening strategy (e.g. facing the speaker and restating the information) to gather information for a task.
- [LA.910.5.2.Pa.a](#): Listen and demonstrate understanding of information presented in daily activities.

[LA.910.5.2.2](#) :

The student will research and organize information for oral communication

appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations);

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Listening and Speaking](#)

Access Points:

- [LA.910.5.2.In.b](#): Give oral presentations with a clear introduction and conclusion.
- [LA.910.5.2.Su.b](#): Give oral presentations about topics using appropriate eye contact and body language.
- [LA.910.5.2.Pa.b](#): Use a familiar source (e.g. person, picture, symbol, word) to obtain information for activities.

[LA.910.5.2.3](#) :

The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations;

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Listening and Speaking](#)

Access Points:

- [LA.910.5.2.In.c](#): Adjust voice and body movement as appropriate for speaking in real-world situations.
- [LA.910.5.2.Su.c](#): Use voice and body movement as appropriate for speaking in real-world situations.
- [LA.910.5.2.Pa.c](#): Communicate information and preferences in a variety of familiar situations.

[LA.910.5.2.4](#) :

The student will use an engaging introduction and conclusion and the use of figurative language to reinforce the intended message; and

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Listening and Speaking](#)

Access Points:

- [LA.910.5.2.In.d](#): Use oral language appropriate for formal and informal situations.
- [LA.910.5.2.Su.d](#): Use oral language appropriate for formal and informal situations.
- [LA.910.5.2.Pa.c](#): Communicate information and preferences in a variety of familiar situations.

[LA.910.5.2.5](#) :

The student will research and organize information that integrates appropriate media into presentations for oral communication (e.g., digital presentations, charts, photos, primary sources, webcasts).

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Listening and Speaking](#)

Access Points:

- [LA.910.5.2.In.e](#): Gather and organize information for oral presentations and integrate appropriate media.
- [LA.910.5.2.Su.e](#): Locate and use information in familiar sources for oral presentations for specific occasions.
- [LA.910.5.2.Pa.c](#): Communicate information and preferences in a variety of familiar situations.

[LA.910.6.1.1](#) :

The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Informational Text](#)

Access Points:

- [LA.910.6.1.In.a](#): Locate information provided in text features (e.g. table of contents, headings, subheadings, charts and maps, text styles, index, glossary).
- [LA.910.6.1.Su.a](#): Identify information in text features (e.g. title, illustrations, graphics, table of contents, headings various text styles, simple charts and maps, glossary).
- [LA.910.6.1.Pa.a](#): Use familiar pictures, symbols, or words to make choices and complete consumer, workplace, or other real-world tasks.

[LA.910.6.1.2](#) :

The student will analyze the structure and format (e.g., diagrams, graphics, fonts) of functional workplace, consumer, or technical documents; and

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Informational Text](#)

Access Points:

- [LA.910.6.1.In.b](#): Read and interpret consumer, workplace, or other real-world documents or manuals (e.g. cookbooks, instruction manuals, job aids) using the information to follow procedures, solve problems, and make decisions.
- [LA.910.6.1.Su.b](#): Use easy-to-read consumer, workplace, or other real-world documents or manuals for consumer, workplace, and real-world tasks.
- [LA.910.6.1.Pa.a](#): Use familiar pictures, symbols, or words to make choices and complete consumer, workplace, or other real-world tasks.

[LA.910.6.1.3](#) :

The student will use the knowledge to create a workplace, consumer, or technical document.

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Informational Text](#)

Access Points:

- [LA.910.6.1.In.c](#): Create a personal job aid (e.g. checklist, pictured directions,

step-by-step procedures.

- [LA.910.6.1.Su.c](#): Create a personal job aid (e.g. pictured directions).
- [LA.910.6.1.Pa.a](#): Use familiar pictures, symbols, or words to make choices and complete consumer, workplace, or other real-world tasks.

[LA.910.6.2.1](#) :

The student will select a topic and develop a comprehensive flexible search plan, and analyze and apply evaluative criteria (e.g., objectivity, freedom from bias, topic format) to assess appropriateness of resources;

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Research Process](#)

Access Points:

- [LA.910.6.2.In.a](#): Select a topic and develop a search plan to select sources for information.
- [LA.910.6.2.Su.a](#): Select a topic and use a predetermined search plan to locate information in references or other sources.
- [LA.910.6.2.Pa.a](#): Select a person, object, or event of interest to explore.

[LA.910.6.2.2](#) :

The student will organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations;

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Research Process](#)

Access Points:

- [LA.910.6.2.In.b](#): Use multiple resources (e.g. digital and texts, maps, charts, graphs, photographs) to obtain information and check factual information in materials.
- [LA.910.6.2.Su.b](#): Locate and use references or other sources and determine the accuracy of statements by matching information in passages with reliable sources.
- [LA.910.6.2.Pa.b](#): Use a teacher-recommended source to obtain information and seek assistance to clarify meaning of pictures, symbols, or words.

Remarks/Examples

SS.912.C.12 Explain the changing roles of television, radio, press, and Internet in political communication.

[LA.910.6.2.3](#) :

The student will write an informational report that integrates information and makes distinctions between the relative value and significance of specific data, facts, and ideas; and

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Research Process](#)

Access Points:

- [LA.910.6.2.In.c](#): Write a report that includes an introduction, main idea(s) and relevant details in an organized sequence that supports the topic, a concluding statement, and a list of sources used.
- [LA.910.6.2.Su.c](#): Write a simple report that includes a title, main idea and organized details, relevant illustrations and graphics, a closing statement, and a list of sources used.
- [LA.910.6.2.Pa.c](#): Communicate information about the selected person, object, or event using pictures, symbols, or words.

[LA.910.6.2.4](#) :

The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Research Process](#)

Access Points:

- [LA.910.6.2.In.d](#): Identify and use legal and ethical practices, including listing references and knowing consequences of copying others' work.
- [LA.910.6.2.Su.d](#): Identify and use ethical practices, including listing references and other sources and not copying others' work.
- [LA.910.6.2.Pa.d](#): Identify sources of information used in communication.

Remarks/Examples

SS.912.C.2.13	Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.
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[LA.910.6.3.1](#) :

The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media;

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Media Literacy](#)

Access Points:

- [LA.910.6.3.In.a](#): Identify persuasive techniques used in advertisements in multiple media sources (e.g. television, internet, newspaper, magazines).
- [LA.910.6.3.Su.a](#): Recognize persuasive techniques used in advertisements in a media source (e.g. television, internet, newspaper, magazines).
- [LA.910.6.3.Pa.a](#): Recognize persuasive information presented in mass media.

[LA.910.6.3.2](#) :

The student will ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles; and

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Media Literacy](#)

Access Points:

- [LA.910.6.3.In.b](#): Use media with graphics, sound, or color to communicate information on a topic.
- [LA.910.6.3.Su.b](#): Use media with graphics to communicate information.
- [LA.910.6.3.Pa.b](#): Use media to obtain information.

[LA.910.6.3.3](#) :

The student will demonstrate the ability to select print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation.

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Media Literacy](#)

Access Points:

- [LA.910.6.3.In.c](#): Select print and nonprint media to use in oral presentations.
- [LA.910.6.3.Su.c](#): Select print and nonprint media to use in an oral presentation.
- [LA.910.6.3.Pa.c](#): Use print or nonprint media to communicate information.

[LA.910.6.4.1](#) :

The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, digital technology); and

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Technology](#)

Access Points:

- [LA.910.6.4.In.a](#): Use appropriate available technologies to enhance communication.
- [LA.910.6.4.Su.a](#): Use appropriate available technologies to enhance communication.
- [LA.910.6.4.Pa.a](#): Use appropriate available technologies to enhance communication.

[LA.910.6.4.2](#) :

The student will routinely use digital tools for publication, communication and productivity.

Cognitive Complexity: N/A | Date Adopted or Revised: 01/07

Belongs to: [Technology](#)

Access Points:

- [LA.910.6.4.In.b](#): Select and use technology tools to publish and present information on a variety of topics.
- [LA.910.6.4.Su.b](#): Use technology tools to publish and present a topic or story with text and graphics.
- [LA.910.6.4.Pa.b](#): Use a technology tool to communicate information to a variety of listeners in various settings.



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