

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8
SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area: Academics - General
Course Number: 7855040
Course Title: Advanced Academics: 6-8

- A. Major Concepts/Content.** The purpose of this course is to enable exceptional students to acquire and apply the skills and abilities needed to enhance personal and academic achievement through experiences that provide enrichment, in-depth learning, and/or accelerated study of academic curriculum requirements.

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

- academic content for language arts, mathematics, science, social studies, or career education
- use of creativity, problem solving, and higher-order thinking skills
- communication
- leadership and interpersonal skills
- self-evaluation and self-awareness
- planning and goal setting
- research skills

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

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

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

Instructional activities used to meet course requirements and address individual student needs may occur in schools, communities, museums, institutions of higher education, or other appropriate scientific or cultural organizations. Instruction in these settings may require that students acquire specialized knowledge and skills, including the use of advanced technology, tools, and equipment; terminology; and methodologies essential to learning in the academic content of this course.

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C. Course Requirements.

After successfully completing this course, the student will:

- 1. Exhibit creativity, problem solving, and higher-order thinking skills in completing projects and tasks.**
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Creativity

- 1.1. Demonstrate understanding of characteristics of the processes and results of creative thinking (e.g., fluency, flexibility, originality, elaboration).
- 1.2. Identify situations when creative thinking processes are effective and beneficial and situations when creative thinking processes are not helpful.
- 1.3. Use creative thinking processes effectively in initiating, carrying out, and completing tasks and projects.

Higher-order Thinking

- 1.4. Demonstrate understanding of characteristics of the processes and results of higher-order thinking.
Specify: analysis—whole to part
 synthesis—part to whole
 evaluation—making judgments
 identifying patterns and trends
 identifying relationships—causes and correlations
 systems thinking
 modeling
 other: _____
- 1.5. Identify situations when higher-order thinking processes are effective and beneficial and situations when higher-order thinking processes are not helpful.
- 1.6. Use higher-order thinking processes effectively in initiating, carrying out, and completing tasks and projects.

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Problem Solving

- 1.7. Demonstrate understanding of characteristics of problem-solving strategies.
Specify: _____ brainstorming—identifying all solutions that come to mind
_____ identifying steps—when a complicated process is involved
_____ estimating—when numbers are involved
_____ analyzing probability—when making predictions
_____ matching consequences to actions—for cause and effect
_____ troubleshooting—finding problems within a process
_____ creative thinking—when multiple solutions are acceptable
_____ modeling—basing actions on those of a good example
_____ other: _____
- 1.8. Apply a general model for solving problems when completing tasks and projects (e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results).
- 1.9. Use a discrepancy analysis of actual versus ideal conditions to describe the nature of a problem when completing tasks and projects.
- 1.10. Analyze a problem, identifying its component elements, when completing tasks and projects (e.g., causes; effects; social culture; expectations; availability of time, space, and resources).
- 1.11. Differentiate between problems individuals can solve by themselves and those that require assistance from others.
Specify: _____ determine the scope of the problem
_____ determine the severity of the problem
_____ evaluate how to accomplish a solution
_____ determine if the individual has the necessary knowledge, skills, and tools
_____ seek assistance if necessary
- 1.12. Select and use effective problem-solving strategies based on requirements of the situation.

Identifying Solutions

- 1.13. Describe the similarities and differences between a targeted problem and other familiar problems to identify possible effective solutions.
- 1.14. Identify available resources to solve a problem when completing tasks and projects (e.g., time, space, money, personnel, information).
- 1.15. Establish criteria for evaluating possible solutions to a problem to determine the likelihood of improving the situation when completing tasks and projects.
- 1.16. Evaluate the possible solutions, using identified evaluation criteria, to determine the preferred course of action when completing tasks and projects.

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Implementing a Solution

- 1.17. Choose to implement a preferred solution to a problem when completing tasks and projects.
- 1.18. Establish and follow a procedure to monitor progress in solving a problem and make adjustments as circumstances require.
- 1.19. Reflect on the problem-solving process when completing tasks and projects to analyze what worked, why it worked, what could be improved, and how the problem-solving process could be improved.

2. Convey information, concepts, and ideas using appropriate and/or advanced language, graphic representations, styles, organizations, and format.

- 2.1. Use vocabulary that is specific to the discipline and topic to convey information, concepts, and ideas effectively (e.g., technical language, jargon, idioms, slang).
- 2.2. Use graphics to convey information, concepts, and ideas effectively (e.g., pictures, diagrams, models, concept maps, flow charts, organizational charts, tables, graphs, symbols, icons).
- 2.3. Use a style of communication that effectively reflects the content and purpose of the information, concepts, and ideas conveyed (e.g., narrative, descriptive, expository, persuasive, dramatic, poetic).
- 2.4. Use a tone of communication that effectively reflects the purpose of the information, concepts, and ideas conveyed as well as the expectations of the intended audience (e.g., informal, business, academic, technical, humorous).
- 2.5. Use an organizational structure that effectively represents the content and supports the intended purpose of the information, concepts, and ideas conveyed.
Specify: _____ chronological _____ categorical
 _____ hierarchical _____ cause-effect
 _____ importance (most to least, least to most)
 _____ other _____
- 2.6. Use formatting that emphasizes the essential nature and the purpose of the information, concepts, and ideas conveyed (e.g., layout, use of illustrations, type and size of fonts).
- 2.7. Use electronic tools to prepare written text and visuals (e.g., word processor, presentation software, desktop publishing software, printer).

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3. Demonstrate evidence of measurable cognitive and affective growth in targeted academic subject areas.

- 3.1. Create a plan to improve own cognitive and affective abilities in targeted academic subject areas that emphasizes in-depth learning of concepts and theories, and applies to real-world issues and interdisciplinary connections.
- 3.2. Measure own cognitive and affective abilities in targeted academic subject areas to provide a baseline.
Specify: _____ identify indicators of growth
 _____ use self-assessment tool to gather information
 _____ compile results
- 3.3. Compare results of self-assessment with results of other types of assessments including teacher-made tests, teacher observations, peer review, and standardized tests to evaluate own cognitive and affective growth in targeted academic subject areas.
- 3.4. Analyze discrepancies among results of various types of assessments and the results of self-assessment to evaluate own cognitive and affective growth in targeted academic subject areas.
- 3.5. Carry out plan to improve own cognitive and affective abilities in targeted academic subject areas.
- 3.6. Analyze results of subsequent self-evaluations and other types of assessments to evaluate growth of own cognitive and affective abilities in targeted academic subject areas.
- 3.7. Use appropriate technology to plan, monitor, and evaluate own plan for growth of cognitive and affective abilities.

4. Use effective leadership skills in specific situations (e.g., class project, community service).

- 4.1. Demonstrate understanding of knowledge and skills required for effective and successful participation in leadership roles (e.g., understanding the purpose and intent of the project, using strategies for effective management and organization, using conflict resolution and negotiation strategies, accessing a broad and deep knowledgebase, using effective speaking and listening skills, using self-control, exhibiting mutual respect, motivating and persuading members of the group, facilitating decision making).
- 4.2. Demonstrate understanding of different leadership styles and the impact of each style on group behavior and accomplishments.

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- 4.3. Use behaviors characteristic of an appropriate style of leadership, based on the requirements of the situation, membership of the group, and expected accomplishments.
- 4.4. Demonstrate respect for the ideas, feelings, and abilities of others by ensuring opportunities for active participation by each member of the group when initiating, organizing, and carrying out tasks and projects.
- 4.5. Demonstrate knowledge and understanding of the needs of diverse social, ethnic, economic, and gender groups when initiating, organizing, and carrying out tasks and projects.
- 4.6. Establish reasonable group goals related to completion of a project (e.g., set deadlines for each step in the process, assign roles to each member of the group, revise schedule as needed).
- 4.7. Use skills to keep group on task when initiating, organizing, and carrying out tasks and projects (e.g., establishing ground rules collaboratively, setting goals, planning to achieve goals according to a timeline, continuously monitoring progress toward goals, exchanging information, processing information, adhering to time schedules, staying on task, revising plans as needed).
- 4.8. Use skills to maintain group efforts when initiating, organizing, and carrying out tasks and projects (e.g., maintaining open communication lines, managing conflict, providing resources of time and supplies, being enthusiastic and positive, complimenting contributions of others, sharing power, sharing resources, practicing self-control when disagreeing).
- 4.9. Identify possible sources of conflict in a group when initiating, organizing, and carrying out tasks and projects (e.g., viewpoints, styles of communication and behavior, motivation, personalities).
- 4.10. Use conflict resolution skills when faced with a problem initiating, organizing, and carrying out tasks and projects (e.g., identifying the conflict, dealing with feelings, pinpointing the cause of conflict, choosing a strategy to resolve the conflict—avoidance, delay, confrontation, negotiation, mediation).
- 4.11. Implement steps for group problem-solving when initiating, organizing, and carrying out tasks and projects (e.g., identify a problem, discuss the problem, individually list possible causes, record individual group members' suggestions and clarifications, discuss and verify causes, reach consensus on a solution, implement solution, report results, move on to the next most probable cause if initial action is ineffective).
- 4.12. Monitor and evaluate effectiveness of own use of leadership skills on group process, the accomplishments of group as a whole, and the accomplishments of individual members.

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5. Demonstrate understanding of appropriate interpersonal skills for use in school, the home, and the community.

Understanding Relationships

- 5.1. Demonstrate understanding of the various roles and purposes of interpersonal relationships (e.g., getting information or assistance, sharing personal feelings, providing support in times of need, sharing leisure time activities).
- 5.2. Demonstrate understanding of differences among relationships within the family, school, and community.
- 5.3. Demonstrate understanding of the effects of peer pressure on interpersonal relationships (e.g., persuading a person to do something he or she does not want to do, making a decision without thinking of the consequences when participating in a high-risk activity).

Interpersonal Skills

- 5.4. Demonstrate understanding of characteristics of communication which promote good relationships with others (e.g., choosing vocabulary, syntax, and style to suit audience; listening actively; using appropriate body language and nonverbal communications).
- 5.5. Demonstrate characteristics of communication which promote good relationships with others in various situations.
Specify: ____ home ____ school ____ community
- 5.6. Demonstrate understanding of attitudes and behaviors toward others that help maintain a good working relationship (e.g., providing assistance when asked, communicating concern for others' well-being, supporting others' efforts, speaking positively about others).
- 5.7. Use appropriate strategies for establishing, maintaining, and ending a relationship (e.g., keeping in contact, checking to see if things are okay, helping other person to complete a project, changing the nature of a relationship, ending a relationship, matching own needs with those of other person).
Specify: ____ home ____ school ____ community
- 5.8. Display acceptance of a person with characteristics different from one's own (e.g., accepting him or her into a group, inviting person to join a group, being friendly and courteous, taking other's views into consideration, keeping an open mind about other, not criticizing the other person).
Specify: ____ home ____ school ____ community
- 5.9. Recognize and display sensitivity to others' feelings (e.g., waiting until upset person is ready to talk, showing concern for upset person, letting person know you are available to talk to, showing joy for happy person, helping a person in distress).
Specify: ____ home ____ school ____ community

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- 5.10. Use strategies to determine if own relationships are healthy and beneficial (e.g., keeping a personal journal of own feelings about the relationship, making lists of positive and negative feelings about the relationship, consulting a trusted friend or relative).

Working in Groups

- 5.11. Identify benefits of working in groups (e.g., diversity of talents, diversity of viewpoints, increased productivity).
- 5.12. Use appropriate interpersonal communication skills when working in groups (e.g., respecting others and their opinions, expressing opinions in an objective manner, checking for understanding, speaking when no one else is speaking, accepting criticism, providing feedback in a nonjudgmental manner).
- 5.13. Identify individual styles when working in a group (e.g., leader, self-motivated member, member who needs regular feedback, quiet member, expressive member, creative thinker, traditional thinker).
- 5.14. Use appropriate methods of giving feedback to group members (e.g., providing comments, offering constructive criticism, offering suggestions and ideas, using a group reflection, providing opinions).
- 5.15. Use behaviors that represent active listening (e.g., checking for understanding, using “I” messages, facing speaker, commenting or nodding in response to conversation, maintaining eye contact as listener and responder, maintaining “open” body position).
- 5.16. Monitor effectiveness of own and group behaviors and efforts towards accomplishing common tasks, and adjust to changing circumstances.

6. Use self-evaluation to set personal, academic, and career goals by developing realistic and systematic plans for achievement, and make progress toward achieving these goals.

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- 6.1. Use self-appraisal to identify own strengths that relate to personal, academic, and possible career goals (e.g., keep journal, complete questionnaires).

Specify: _____ self-concept and values clarification
_____ personality characteristics and personal style
_____ motivational patterns and personal preferences
_____ occupational interests
_____ personal and educational background
_____ volunteer history and experience
_____ key accomplishments and successes
_____ satisfying and dissatisfying experiences
_____ other: _____

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- 6.2. Identify alternative choices available to reach personal, academic, or possible career goals (e.g., careers in technology, the arts, science, business).
- 6.3. Identify the risks and benefits associated with each alternative.
- 6.4. Set goals that relate to personal, academic, and possible career goals that reflect one's strengths, interests, and desires.
- 6.5. Identify educational and experiential requirements for preferred career(s).
- 6.6. Use a systematic planning process to identify tasks and timelines for accomplishing personal, academic, and possible career goals.
Specify: _____ identify goal or outcome
 _____ identify needed information, resources, or training
 _____ determine major tasks and time requirements
 _____ schedule major tasks
 _____ other: _____
- 6.7. Monitor completion of tasks according to timelines in the plan to determine any needed changes.
- 6.8. Revise the plan as personal, academic, and possible career-related strengths, interests, and/or goals change.
- 6.9. Use appropriate technology to plan, monitor, and evaluate own personal, academic, or possible career plan.

7. Demonstrate research skills used in investigating selected topics or issues.

- 7.1. Demonstrate understanding of characteristics and uses of different types of research (e.g., experimental research, longitudinal research, program evaluation, qualitative research).
- 7.2. Demonstrate understanding of common purposes of research (e.g., in-depth investigation of issues, identification of patterns and trends, replication of previous experimental studies, evaluation of how well a theory or proposition predicts or explains an outcome, comparison of different theories or propositions).
- 7.3. Describe attributes or characteristics of a problem, issue, or topic that make it appropriate for research (e.g., complexity of issue, pressing need, availability of information, potential solutions).

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- 7.4. Demonstrate understanding of methods used to obtain information and gather data in the research process.
Specify: _____ review of literature
 _____ direct observations
 _____ focus groups, interviews, and surveys
 _____ modeling and simulations
 _____ other: _____
- 7.5. Demonstrate understanding of ethical practices in gathering data and using information for research.
Specify: _____ rights of subjects
 _____ copyright laws
 _____ citations and references
 _____ issues of plagiarism and falsification of data
 _____ other: _____
- 7.6. Demonstrate knowledge and skills needed to access information from published and unpublished sources when investigating selected topics or issues for research.
Specify: _____ using primary and secondary resources, periodicals, media
 _____ conducting searches, using the card catalogue
 _____ notetaking and organizing information
 _____ conducting interviews and making observations
 _____ citing and documenting sources of information
 _____ other: _____
- 7.7. Demonstrate knowledge and skills needed to access electronic information databases on software or from the Internet when investigating selected topics or issues for research.
Specify: _____ using hardware, software, and network connectivity programs
 _____ conducting searches, e.g., using the Boolean process
 _____ downloading, copying, and printing information
 _____ citing and documenting sources of information
 _____ other: _____
- 7.8. Use strategies to identify a range of subtopics, related factors, historical background, or other concerns to be addressed in the research process (e.g., generating questions to be answered, brainstorming, conducting a preliminary literature review).
- 7.9. Select and use an appropriate organizational framework to structure issues or subtopics and identify a research design.
- 7.10. Complete a review of literature using strategies to obtain relevant information from available sources (e.g., notetaking, paraphrasing, outlining, using direct quotations).
- 7.11. Create or select instruments or procedures to accurately gather data and make observations as appropriate to the research design (e.g., structured interviews, surveys, observation scales, direct measurement of variables, models and simulations).

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- 7.12. Record and compile data accurately in accordance with research design.
- 7.13. Select and use appropriate methods and tools for data analysis (e.g., spreadsheets, calculators).
- 7.14. Analyze information gathered to identify patterns, relationships, or other relevant findings.
- 7.15. Evaluate results and draw conclusions based on findings of literature review and results obtained from data analysis.
- 7.16. Report results of literature review and data analysis using a format and organizational structure that is appropriate for the audience and purposes of the research (e.g., written report, oral presentation, media presentation).
- 7.17. Use appropriate technology to prepare a report of the results of the research (e.g., word processor, desktop publishing software, presentation software, camcorder, tape recorder).
- 7.18. Use the writing process including prewriting, drafting, peer review, revising, editing, and publishing to prepare a report of the results of the research.
- 7.19. Evaluate own presentation skills in communicating results of research using feedback from self, peers, authentic audiences, and teachers.
Specify: _____ written report—clarity, organization, formatting
 _____ oral presentation—fluency, voice control, eye contact, clarity
 _____ media presentation—impact of images, color, and layout
 _____ other: _____