

# Therapeutic Instructional Support: 6-8 (#7800010)

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**Course Number:** 7800010

**Course Path: Section:** Exceptional Student

Education > **Grade Group:** Middle/Junior High >

**Subject:** Therapy >

**Abbreviated Title:** THRP INSTR SPT: 6-8

**Course Length:** Not Applicable

**Course Attributes:**

- Class Size Core Required

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

## GENERAL NOTES

**A. Major Concepts/Content.** The purpose of this course is to provide instructional support for students with disabilities who require counseling and mental health treatment in either individual or small group settings in order to achieve the Annual Goals and Short-Term Objectives or Benchmarks specified in each student's Individual Educational Plan (IEP).

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

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

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

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

**B. Special Note.** None.

### English Language Development (ELD) Standards Special Notes Section:

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

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

## VERSION REQUIREMENTS

### C. Course Requirements.

After successfully completing this course, the student will:

1. Achieve the relevant Annual Goals and Short-Term Objectives or Benchmarks specified in the student's Individual Educational Plan.

## QUALIFICATIONS

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

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

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

# Access Visual and Performing Arts: 6-8 (#7801010)

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

<b>Course Number:</b> 7801010  <b>Course Status:</b> Course Approved <b>Grade Level(s):</b> 6,7,8	<b>Course Path: Section:</b> Exceptional Student Education > <b>Grade Group:</b> Middle/Junior High > <b>Subject:</b> Academics - Subject Areas > <b>Abbreviated Title:</b> ACCESS V/P ARTS: 6-8 <b>Course Length:</b> Semester (S) <b>Course Attributes:</b> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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## VERSION DESCRIPTION

Access Courses: Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

## GENERAL NOTES

English Language Development (ELD) Standards Special Notes Section:

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

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

## Course Standards

Name	Description								
<a href="#">VA.68.C.1.1:</a>	Apply a range of interests and contextual connections to influence the art-making and self-reflection processes.								
<b>Related Access Points</b>									
	<table border="1"> <thead> <tr> <th>Name</th><th>Description</th></tr> </thead> <tbody> <tr> <td><a href="#">VA.68.C.1.In.a:</a></td><td>Integrate ideas during the art-making process to convey meaning in personal works of art.</td></tr> <tr> <td><a href="#">VA.68.C.1.Su.a:</a></td><td>Use the art-making process to communicate personal interests and self-expression.</td></tr> <tr> <td><a href="#">VA.68.C.1.Pa.a:</a></td><td>Use various media or techniques to communicate personal interests and self-expression.</td></tr> </tbody> </table>	Name	Description	<a href="#">VA.68.C.1.In.a:</a>	Integrate ideas during the art-making process to convey meaning in personal works of art.	<a href="#">VA.68.C.1.Su.a:</a>	Use the art-making process to communicate personal interests and self-expression.	<a href="#">VA.68.C.1.Pa.a:</a>	Use various media or techniques to communicate personal interests and self-expression.
Name	Description								
<a href="#">VA.68.C.1.In.a:</a>	Integrate ideas during the art-making process to convey meaning in personal works of art.								
<a href="#">VA.68.C.1.Su.a:</a>	Use the art-making process to communicate personal interests and self-expression.								
<a href="#">VA.68.C.1.Pa.a:</a>	Use various media or techniques to communicate personal interests and self-expression.								
<a href="#">VA.68.C.1.2:</a>	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.								
<b>Related Access Points</b>									
	<table border="1"> <thead> <tr> <th>Name</th><th>Description</th></tr> </thead> <tbody> <tr> <td><a href="#">VA.68.C.1.In.b:</a></td><td>Describe observations and apply prior knowledge to interpret visual information and reflect on works of art.</td></tr> <tr> <td><a href="#">VA.68.C.1.Su.b:</a></td><td>Describe works of art using observation skills or tactile sensations, prior knowledge, and experience.</td></tr> <tr> <td><a href="#">VA.68.C.1.Pa.b:</a></td><td>Recognize selected visual or tactile characteristics of artworks.</td></tr> </tbody> </table>	Name	Description	<a href="#">VA.68.C.1.In.b:</a>	Describe observations and apply prior knowledge to interpret visual information and reflect on works of art.	<a href="#">VA.68.C.1.Su.b:</a>	Describe works of art using observation skills or tactile sensations, prior knowledge, and experience.	<a href="#">VA.68.C.1.Pa.b:</a>	Recognize selected visual or tactile characteristics of artworks.
Name	Description								
<a href="#">VA.68.C.1.In.b:</a>	Describe observations and apply prior knowledge to interpret visual information and reflect on works of art.								
<a href="#">VA.68.C.1.Su.b:</a>	Describe works of art using observation skills or tactile sensations, prior knowledge, and experience.								
<a href="#">VA.68.C.1.Pa.b:</a>	Recognize selected visual or tactile characteristics of artworks.								
Identify qualities of exemplary artworks that are evident and transferable to the judgment of personal work.									
<a href="#">VA.68.C.1.3:</a>	<p><b>Remarks/Examples:</b> e.g., personal, cultural, historical</p>								
<b>Related Access Points</b>									
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Name	Description								

<b>VA.68.C.1.In.c:</b>	Examine exemplary artworks to identify qualities that make the work unique or appealing.
<b>VA.68.C.1.Su.c:</b>	Examine exemplary artworks to recognize qualities that make the work unique or appealing.
<b>VA.68.C.1.Pa.c:</b>	Examine exemplary artworks to recognize a quality that makes the work unique or appealing.

**VA.68.C.2.1:** Assess personal artwork during production to determine areas of success and needed change for achieving self-directed or specified goals.

#### Related Access Points

Name	Description
<b>VA.68.C.2.In.a:</b>	Analyze and revise artworks to meet established criteria.
<b>VA.68.C.2.Su.a:</b>	Use defined criteria to analyze and revise artworks.
<b>VA.68.C.2.Pa.a:</b>	Use a teacher-selected criterion to analyze and revise artworks.

Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks.

**VA.68.F.1.1:**

<b>Remarks/Examples:</b>
e.g., potential to transfer and incorporate technological applications

**VA.68.F.1.2:**

Use creative risk-taking strategies learned from artists' works to incorporate artistic solutions in the creation of new personal artworks.

**VA.68.F.1.3:**

Investigate and describe how technology inspires and affects new applications and adaptations in art.

**VA.68.F.1.4:**

Use technology skills to create an imaginative and unique work of art.

<b>Remarks/Examples:</b>
e.g., convey depth, scale

**VA.68.F.2.1:**

Investigate career opportunities available in the visual arts to determine requisite skills and qualifications for each field.

#### Related Access Points

Name	Description
<b>VA.68.F.2.In.a:</b>	Identify two or more employment and leisure opportunities in or relating to visual art and pair them with the necessary skills and training.
<b>VA.68.F.2.Su.a:</b>	Recognize two or more employment and leisure opportunities in or relating to visual art and pair with a prerequisite.
<b>VA.68.F.2.Pa.a:</b>	Distinguish among employment or leisure opportunities that are art-related vs. non-art-related.

**VA.68.F.2.4:**

Present research on the works of local artists and designers to understand the significance of art in the community.

#### Related Access Points

Name	Description
<b>VA.68.F.2.In.b:</b>	Recognize a positive economic impact of employment opportunities in or related to visual art on individuals or communities.
<b>VA.68.F.2.Su.b:</b>	Recognize a positive economic impact of employment opportunities in or related to visual art on individuals and communities.
<b>VA.68.F.2.Pa.a:</b>	Distinguish among employment or leisure opportunities that are art-related vs. non-art-related.

Collaborate with peers to complete an art task and develop leadership skills.

**VA.68.F.3.3:**

<b>Remarks/Examples:</b>
e.g., task: voluntary, assigned; time: long-term group project

#### Related Access Points

Name	Description
<b>VA.68.F.3.In.b:</b>	Prioritize, monitor, and complete tasks related to individual or collaborative visual art projects.
<b>VA.68.F.3.Su.b:</b>	Sequence and execute visual art projects having three or more steps.
<b>VA.68.F.3.Pa.b:</b>	Complete two or more steps related to individual or collaborative visual art projects.

**VA.68.F.3.4:**

Follow directions and complete art tasks in a timely manner to show development of 21st-century skills.

#### Related Access Points

Name	Description
<b>VA.68.F.3.In.b:</b>	Prioritize, monitor, and complete tasks related to individual or collaborative visual art projects.
<b>VA.68.F.3.Su.b:</b>	Sequence and execute visual art projects having three or more steps.
<b>VA.68.F.3.Pa.b:</b>	Complete two or more steps related to individual or collaborative visual art projects.

**VA.68.H.1.1:**

Describe social, ecological, economic, religious, and/or political conditions reflected in works of art.

#### Related Access Points

Name	Description
<b>VA.68.H.1.In.a:</b>	Identify historical and cultural influences that have inspired artists to produce works of art.
<b>VA.68.H.1.Su.a:</b>	Recognize ideas important to people, groups, cultures, or time periods that are reflected in their artworks.
<b>VA.68.H.1.Pa.a:</b>	Recognize similar themes in visual art from a variety of cultures and times.

**VA.68.H.1.2:**

Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.

#### Related Access Points

Name	Description
<b>VA.68.H.1.In.b:</b>	Identify and practice specified procedures and etiquette as part of an art audience.

<a href="#">VA.68.H.1.Su.b:</a>	Practice specified procedures and etiquette as part of an art audience.
<a href="#">VA.68.H.1.Pa.b:</a>	Practice a specified element of audience etiquette as part of an art audience.

[VA.68.H.2.1:](#)

Describe how previous cultural trends have led to the development of new art styles.

**Related Access Points**

Name	Description
<a href="#">VA.68.H.2.In.a:</a>	Identify influences of cultural trends on visual art.
<a href="#">VA.68.H.2.Su.a:</a>	Identify structural elements of art and organizational principles of design to create and respond to artworks.
<a href="#">VA.68.H.2.Pa.a:</a>	Recognize selected structural elements of art to create and respond to artworks.

[VA.68.H.2.3:](#)

Describe the rationale for creating, collecting, exhibiting, and owning works of art.

**Remarks/Examples:**

e.g., private, public, and personal art collections

**Related Access Points**

Name	Description
<a href="#">VA.68.H.2.In.c:</a>	Identify reasons to display artwork in public places.
<a href="#">VA.68.H.2.Su.c:</a>	Identify the physical features or characteristics of artworks displayed in the community.
<a href="#">VA.68.H.2.Pa.b:</a>	Recognize the use of visual art or utilitarian objects in daily life.

[VA.68.O.1.3:](#)

Combine creative and technical knowledge to produce visually strong works of art.

**Related Access Points**

Name	Description
<a href="#">VA.68.O.1.In.a:</a>	Use the structural elements of art and organizational principles of design to understand the art-making process.
<a href="#">VA.68.O.1.Su.a:</a>	Use the structural elements of art and organizational principles of design in personal works of art.
<a href="#">VA.68.O.1.Pa.a:</a>	Use structural elements of art in personal artworks.

[VA.68.O.1.4:](#)

Create artworks that demonstrate skilled use of media to convey personal vision.

**Related Access Points**

Name	Description
<a href="#">VA.68.O.1.In.b:</a>	Select and use structural elements of art and organizational principles of design to create artworks.
<a href="#">VA.68.O.1.Su.b:</a>	Use teacher-selected structural elements of art and organizational principles of design to create artworks.
<a href="#">VA.68.O.1.Pa.b:</a>	Use a teacher-selected structural element of art or organizational principle of design to create artworks.

[VA.68.O.2.1:](#)

Create new meaning in artworks through shared language, expressive content, and ideation.

**Related Access Points**

Name	Description
<a href="#">VA.68.O.2.In.a:</a>	Apply structural elements of art and organizational principles of design to create artworks with a new meaning.
<a href="#">VA.68.O.2.Su.a:</a>	Use basic structural elements of visual art to create and respond to visual art.
<a href="#">VA.68.O.2.Pa.a:</a>	Use selected structural elements of art and organizational principles of design to create and respond to artworks.

[VA.68.O.2.3:](#)

Create a work of personal art using various media to solve an open-ended artistic problem.

**Related Access Points**

Name	Description
<a href="#">VA.68.O.2.In.a:</a>	Apply structural elements of art and organizational principles of design to create artworks with a new meaning.
<a href="#">VA.68.O.2.Su.a:</a>	Use basic structural elements of visual art to create and respond to visual art.
<a href="#">VA.68.O.2.Pa.a:</a>	Use selected structural elements of art and organizational principles of design to create and respond to artworks.

[VA.68.O.2.4:](#)

Select various media and techniques to communicate personal symbols and ideas through the organization of the structural elements of art.

**Related Access Points**

Name	Description
<a href="#">VA.68.O.2.In.a:</a>	Apply structural elements of art and organizational principles of design to create artworks with a new meaning.
<a href="#">VA.68.O.2.Su.a:</a>	Use basic structural elements of visual art to create and respond to visual art.
<a href="#">VA.68.O.2.Pa.a:</a>	Use selected structural elements of art and organizational principles of design to create and respond to artworks.

[VA.68.S.1.1:](#)

Manipulate content, media, techniques, and processes to achieve communication with artistic intent.

**Related Access Points**

Name	Description
<a href="#">VA.68.S.1.In.a:</a>	Manipulate tools and media to enhance communication in personal artworks.
<a href="#">VA.68.S.1.Su.a:</a>	Experiment with art tools and media to express ideas.
<a href="#">VA.68.S.1.Pa.a:</a>	Use a variety of visual art tools and media to express ideas.

**VA.68.S.1.2:**

Use media, technology, and other resources to derive ideas for personal art-making.

**Related Access Points**

Name	Description
VA.68.S.1.In.b:	Use media, technology, and other resources to inspire personal art-making decisions.
VA.68.S.1.Su.b:	Use diverse resources to inspire artistic expression and achieve varied results.
VA.68.S.1.Pa.b:	Explore diverse resources to inspire artistic expression and achieve varied results.

**VA.68.S.1.3:**

Use ideas from cultural, historical, and artistic references to create personal responses in personal artwork.

**Remarks/Examples:**

e.g., texts, visual media, Internet, museums, Florida history, Holocaust, African American history

**Related Access Points**

Name	Description
VA.68.S.1.In.c:	Create artworks to depict personal, cultural, and/or historical themes.
VA.68.S.1.Su.c:	Incorporate ideas from art exemplars for specified time periods and cultures.
VA.68.S.1.Pa.b:	Explore diverse resources to inspire artistic expression and achieve varied results.

**VA.68.S.1.4:**

Use accurate art vocabulary to explain the creative and art-making processes.

**Related Access Points**

Name	Description
VA.68.S.1.In.d:	Use accurate art vocabulary to communicate about works of art and art processes.
VA.68.S.1.Su.d:	Choose accurate art vocabulary to describe works of art and art processes.
VA.68.S.1.Pa.c:	Use art vocabulary to communicate ideas about art.

**VA.68.S.2.1:**

Organize the structural elements of art to achieve artistic goals when producing personal works of art.

**Related Access Points**

Name	Description
VA.68.S.2.In.a:	Create or re-create organizational structures to incorporate in a new work of visual art.
VA.68.S.2.Su.a:	Re-create the organization of selected structural elements of art.
VA.68.S.2.Pa.a:	Re-create structural elements in works of art.

**VA.68.S.2.2:**

Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.

**Related Access Points**

Name	Description
VA.68.S.2.In.b:	Re-create sequentially ordered procedures to incorporate in a new work of visual art.
VA.68.S.2.Su.b:	Re-create visual art processes in a given medium.
VA.68.S.2.Pa.b:	Follow a selected process in a given medium.

**VA.68.S.3.1:**

Use two-dimensional or three-dimensional art materials and tools to understand the potential and limitations of each.

**Related Access Points**

Name	Description
VA.68.S.3.In.a:	Experiment with various two- and three-dimensional materials, tools, techniques, and processes to achieve a variety of results.
VA.68.S.3.Su.a:	Manipulate two- and three-dimensional art materials and refine techniques to create personal works.
VA.68.S.3.Pa.a:	Practice skills and techniques to create with two- and three-dimensional media.

**VA.68.S.3.3:**

Demonstrate understanding of safety protocols for media, tools, processes, and techniques.

**Related Access Points**

Name	Description
VA.68.S.3.In.b:	Follow procedures for using tools, media, techniques, and processes safely and responsibly.
VA.68.S.3.Su.b:	Follow directions for safety procedures in the art room.
VA.68.S.3.Pa.b:	Demonstrate the safe use of a variety of visual art tools, media, techniques, and processes.

**VA.68.S.3.5:**

Apply two-dimensional techniques and media to create or enhance three-dimensional artwork.

**Related Access Points**

Name	Description
VA.68.S.3.In.a:	Experiment with various two- and three-dimensional materials, tools, techniques, and processes to achieve a variety of results.
VA.68.S.3.Su.a:	Manipulate two- and three-dimensional art materials and refine techniques to create personal works.
VA.68.S.3.Pa.a:	Practice skills and techniques to create with two- and three-dimensional media.

Develop strategies for listening to unfamiliar musical works.

**MU.68.C.1.1:****Remarks/Examples:**

e.g., listening maps, active listening, checklists

**Related Access Points**

Name	Description
<a href="#">MU.68.C.1.In.a:</a>	Develop effective sensory strategies and describe how they support appreciation of familiar musical works.
<a href="#">MU.68.C.1.Su.a:</a>	Use appropriate sensory skills to support appreciation of familiar musical works.
<a href="#">MU.68.C.1.Pa.a:</a>	Use the senses to support appreciation of familiar musical works.

Identify, aurally, instrumental styles and a variety of instrumental ensembles.

**MU.68.C.1.3:****Remarks/Examples:**

e.g., Classical, Baroque, Romantic, contemporary, jazz, pop, solo, duet, trio, quartet, small ensembles

**Related Access Points**

Name	Description
<a href="#">MU.68.C.1.In.c:</a>	Identify selected instrumental styles and ensembles.
<a href="#">MU.68.C.1.Su.c:</a>	Recognize selected instrumental styles and ensembles.
<a href="#">MU.68.C.1.Pa.c:</a>	Recognize selected instrumental styles.

Identify, aurally, a variety of vocal styles and ensembles.

**MU.68.C.1.4:****Remarks/Examples:**

e.g., chant, spiritual, folk, opera, world, jazz, pop, solo, duet, trio, quartet, small ensembles, choirs

**Related Access Points**

Name	Description
<a href="#">MU.68.C.1.In.d:</a>	Identify selected vocal styles and ensembles.
<a href="#">MU.68.C.1.Su.d:</a>	Recognize selected vocal styles and ensembles.
<a href="#">MU.68.C.1.Pa.d:</a>	Recognize selected vocal styles.

Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.

**MU.68.C.2.2:****Remarks/Examples:**

e.g., blend, balance, ensemble playing, sonority, technique, tone quality

**Related Access Points**

Name	Description
<a href="#">MU.68.C.2.In.b:</a>	Identify areas of improvement in one's own or others' performances after practice or rehearsal using selected music vocabulary.
<a href="#">MU.68.C.2.Su.b:</a>	Use defined criteria to recognize improvement in one's own or others' performances after practice or rehearsal using selected music vocabulary.
<a href="#">MU.68.C.2.Pa.b:</a>	Use a teacher-selected criterion to recognize improvement in one's own or others' performances after practice or rehearsal.

**MU.68.C.3.1:**

Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.

**Related Access Points**

Name	Description
<a href="#">MU.68.C.3.In.a:</a>	Use defined criteria to evaluate characteristics of exemplary musical work from a specific period or genre.
<a href="#">MU.68.C.3.Su.a:</a>	Use teacher-selected criteria to identify characteristics of exemplary musical work from a specific period or genre.
<a href="#">MU.68.C.3.Pa.a:</a>	Use a teacher-selected criterion to respond to characteristics of exemplary musical work from a specific period or genre.

**MU.68.F.1.1:**

Create a composition and/or performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.

**Related Access Points**

Name	Description
<a href="#">MU.68.F.1.In.a:</a>	Create new interpretations of melodic or rhythmic pieces by using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.
<a href="#">MU.68.F.1.Su.a:</a>	Change the feeling of melodic or rhythmic pieces using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.
<a href="#">MU.68.F.1.Pa.a:</a>	Participate in the production of changes in sounds and movements of melodic or rhythmic pieces.

Create an original composition that reflects various performances that use "traditional" and contemporary technologies.

**MU.68.F.1.2:****Remarks/Examples:**

e.g., MIDI, Internet video resources, personal digital assistants, MP3 players, cell phones, digital recording, music software

**Related Access Points**

Name	Description
<a href="#">MU.68.F.1.In.b:</a>	Create, interpret, and respond to music that integrates traditional and contemporary technologies.
<a href="#">MU.68.F.1.Su.b:</a>	Create, interpret, or respond to music that integrates traditional and contemporary technologies.
<a href="#">MU.68.F.1.Pa.b:</a>	Explore music that integrates traditional and contemporary technologies.

Describe how concert attendance can financially impact a community.

[MU.68.F.2.2:](#)

**Remarks/Examples:**

e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants

**Related Access Points**

Name	Description
<a href="#">MU.68.F.2.In.a:</a>	Identify two or more employment and leisure opportunities in or relating to music and pair with the necessary skills and training.
<a href="#">MU.68.F.2.Su.a:</a>	Recognize two or more employment and leisure opportunities in or relating to music and pair with a prerequisite.
<a href="#">MU.68.F.2.Pa.a:</a>	Distinguish employment or leisure opportunities that are music-related vs. non-music-related.

Identify the tasks involved in the compositional process and discuss how the process might be applied in the work place.

[MU.68.F.3.3:](#)

**Remarks/Examples:**

e.g., idea, development, editing, selling, revising, testing, presenting

**Related Access Points**

Name	Description
<a href="#">MU.68.F.3.In.c:</a>	Prioritize, monitor, and complete tasks related to individual or collaborative projects.
<a href="#">MU.68.F.3.Su.c:</a>	Individually or collaboratively organize and execute music projects having three or more components.
<a href="#">MU.68.F.3.Pa.c:</a>	Contribute to the organization and execution of a music project.

[MU.68.H.1.1:](#)

Describe the functions of music from various cultures and time periods.

**Related Access Points**

Name	Description
<a href="#">MU.68.H.1.In.a:</a>	Identify the functions of music from various cultures and time periods.
<a href="#">MU.68.H.1.Su.a:</a>	Identify the purpose for which specified music is used within various cultures.
<a href="#">MU.68.H.1.Pa.a:</a>	Recognize the purpose for which specified music is used within various cultures.

[MU.68.H.1.2:](#)

Identify the works of representative composers within a specific style or time period.

**Related Access Points**

Name	Description
<a href="#">MU.68.H.1.In.b:</a>	Identify a characteristic of music from another culture in selected American music.
<a href="#">MU.68.H.1.Su.b:</a>	Recognize a characteristic of music from another culture in selected American music.
<a href="#">MU.68.H.1.Pa.b:</a>	Recognize a similarity between a selected American piece and that of a selected piece from another culture.

[MU.68.H.1.3:](#)

Describe how American music has been influenced by other cultures.

**Related Access Points**

Name	Description
<a href="#">MU.68.H.1.In.c:</a>	Identify authentic stylistic features in music originating from various cultures.
<a href="#">MU.68.H.1.Su.c:</a>	Recognize authentic stylistic features in music originating from various cultures.
<a href="#">MU.68.H.1.Pa.c:</a>	Recognize a selected authentic stylistic feature in music originating from various cultures.

[MU.68.H.1.5:](#)

Using representative musical works by selected composers, classify compositional characteristics common to a specific time period and/or genre.

**Related Access Points**

Name	Description
<a href="#">MU.68.H.1.In.c:</a>	Identify authentic stylistic features in music originating from various cultures.
<a href="#">MU.68.H.1.Su.c:</a>	Recognize authentic stylistic features in music originating from various cultures.
<a href="#">MU.68.H.1.Pa.c:</a>	Recognize a selected authentic stylistic feature in music originating from various cultures.

[MU.68.H.2.1:](#)

Describe the influence of historical events and periods on music composition and performance.

**Related Access Points**

Name	Description
<a href="#">MU.68.H.2.In.a:</a>	Identify the influence of historical events and periods on music composition and performance.
<a href="#">MU.68.H.2.Su.a:</a>	Recognize the influence of selected historical or cultural events on music of the time.
<a href="#">MU.68.H.2.Pa.a:</a>	Associate music with significant historical or cultural events.

Analyze how technology has changed the way music is created, performed, acquired, and experienced.

[MU.68.H.2.2:](#)

**Remarks/Examples:**

e.g., from harpsichord to piano; from phonograph to CD

**Related Access Points**

Name	Description
<a href="#">MU.68.H.2.In.b:</a>	Identify a variety of technologies to create, perform, acquire, and experience music.

<a href="#">MU.68.H.2.Su.b:</a>	Recognize selected technologies to create, perform, acquire, and experience music.
<a href="#">MU.68.H.2.Pa.b:</a>	Recognize selected ways to create, perform, acquire, and experience music.

Discuss how the absence of music would affect other content areas and contexts.

**Remarks/Examples:**

e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays

**Related Access Points**

Name	Description
<a href="#">MU.68.H.3.Pa.a:</a>	Select music to enhance other content areas or contexts.

Compare performances of a musical work to identify artistic choices made by performers.

**Remarks/Examples:**

e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements; choral, orchestral, band, ensemble

**Related Access Points**

Name	Description
<a href="#">MU.68.O.1.In.a:</a>	Compare musical elements in different types of music using correct music vocabulary.
<a href="#">MU.68.O.1.Su.a:</a>	Identify elements of music in different types of music.
<a href="#">MU.5.O.1.Pa.a:</a>	Recognize a selected element in a piece of music.

Create a composition, manipulating musical elements and exploring the effects of those manipulations.

**Remarks/Examples:**

e.g., using electronic or paper-and-pencil means to experiment with timbre, melody, rhythm, harmony, form, tonality

**Related Access Points**

Name	Description
<a href="#">MU.68.O.2.In.a:</a>	Manipulate the elements of a musical piece and explore the effects of those manipulations.
<a href="#">MU.68.O.2.Su.a:</a>	Change the feeling of a musical phrase by altering an element of music.
<a href="#">MU.68.O.2.Pa.a:</a>	Select an element to change in a musical phrase.

Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.

**Remarks/Examples:**

e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration

**Related Access Points**

Name	Description
<a href="#">MU.68.O.3.In.a:</a>	Identify how instrumentation and expressive elements affect the mood or emotion of a song.
<a href="#">MU.68.O.3.Su.a:</a>	Recognize how a change in instrumentation or an expressive element affects the mood or emotion of a song.
<a href="#">MU.68.O.3.Pa.a:</a>	Match instrumentation or expressive elements to mood or emotion.

Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.

**Related Access Points**

Name	Description
<a href="#">MU.68.O.3.In.b:</a>	Apply expressive elements to a vocal or instrumental piece.
<a href="#">MU.68.O.3.Su.b:</a>	Change an expressive element in a vocal or instrumental piece and identify the result.
<a href="#">MU.68.O.3.Pa.a:</a>	Match instrumentation or expressive elements to mood or emotion.

Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.

**Remarks/Examples:**

e.g., blues, rock

**Related Access Points**

Name	Description
<a href="#">MU.68.S.1.In.a:</a>	Improvise rhythmic or melodic phrases to accompany familiar songs and/or standard harmonic progressions.
<a href="#">MU.68.S.1.Su.a:</a>	Improvise vocal or instrumental patterns using familiar songs.
<a href="#">MU.68.S.1.Pa.a:</a>	Imitate simple vocal or instrumental patterns or songs.

Compose a short musical piece.

**Remarks/Examples:**

e.g., using traditional, non-traditional, digital, or classroom instruments and/or voice

**Related Access Points**

Name	Description
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<a href="#">MU.68.S.1.In.a:</a>	Improvise rhythmic or melodic phrases to accompany familiar songs and/or standard harmonic progressions.
<a href="#">MU.68.S.1.Su.a:</a>	Improvise vocal or instrumental patterns using familiar songs.
<a href="#">MU.68.S.1.Pa.a:</a>	Imitate simple vocal or instrumental patterns or songs.

[MU.68.S.1.3:](#)

Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.

**Related Access Points**

Name	Description
<a href="#">MU.68.S.1.In.a:</a>	Improvise rhythmic or melodic phrases to accompany familiar songs and/or standard harmonic progressions.
<a href="#">MU.68.S.1.Su.a:</a>	Improvise vocal or instrumental patterns using familiar songs.
<a href="#">MU.68.S.1.Pa.a:</a>	Imitate simple vocal or instrumental patterns or songs.

Sing or play melodies by ear with support from the teacher and/or peers.

[MU.68.S.1.4:](#)

**Remarks/Examples:**

e.g., melodies using traditional classroom instruments and/or voice

**Related Access Points**

Name	Description
<a href="#">MU.68.S.1.In.a:</a>	Improvise rhythmic or melodic phrases to accompany familiar songs and/or standard harmonic progressions.
<a href="#">MU.68.S.1.Su.a:</a>	Improvise vocal or instrumental patterns using familiar songs.
<a href="#">MU.68.S.1.Pa.a:</a>	Imitate simple vocal or instrumental patterns or songs.

Perform melodies with chord progressions.

[MU.68.S.1.5:](#)

**Remarks/Examples:**

e.g., keyboard/piano, keyboard/piano and voice, guitar, voice and guitar

**Related Access Points**

Name	Description
<a href="#">MU.68.S.1.In.b:</a>	Improvise phrases using familiar songs.
<a href="#">MU.68.S.1.Su.b:</a>	Perform simple instrumental musical patterns.
<a href="#">MU.68.S.1.Pa.a:</a>	Imitate simple vocal or instrumental patterns or songs.

[MU.68.S.1.6:](#)

Compose a melody, with or without lyrics, over a standard harmonic progression.

**Related Access Points**

Name	Description
<a href="#">MU.68.S.1.In.c:</a>	Perform a familiar melody with instrumental musical patterns.
<a href="#">MU.68.S.1.Su.b:</a>	Perform simple instrumental musical patterns.
<a href="#">MU.68.S.1.Pa.b:</a>	Participate in simple instrumental patterns.

Perform music from memory to demonstrate knowledge of the musical structure.

[MU.68.S.2.1:](#)

**Remarks/Examples:**

e.g., basic themes, patterns, tonality, melody, harmony

**Related Access Points**

Name	Description
<a href="#">MU.68.S.2.In.a:</a>	Perform musical patterns or music from memory.
<a href="#">MU.68.S.2.Su.a:</a>	Re-create musical phrases or music from a given musical example.
<a href="#">MU.68.S.2.Pa.a:</a>	Match a musical pattern or phrase to a given musical example.

Sing and/or play age-appropriate repertoire expressively.

[MU.68.S.3.1:](#)

**Remarks/Examples:**

e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response

**Related Access Points**

Name	Description
<a href="#">MU.68.S.3.In.a:</a>	Sing rounds, canons, and/or partner songs using proper vocal technique and maintaining pitch.
<a href="#">MU.68.S.3.Su.a:</a>	Sing songs in an appropriate range using head voice and maintaining pitch.
<a href="#">MU.68.S.3.Pa.a:</a>	Select notes, simple melodies, and/or accompaniments to perform.

Sight-read standard exercises and simple repertoire.

[MU.68.S.3.3:](#)

**Remarks/Examples:**

e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols

**Related Access Points**

Name	Description
<a href="#">MU.68.S.3.In.c:</a>	Sight-read notes and/or simple rhythmic phrases.

<a href="#">MU.68.S.3.Su.c:</a>	Match aurally presented notes to traditional notation.
<a href="#">MU.68.S.3.Pa.a:</a>	Select notes, simple melodies, and/or accompaniments to perform.

Devise an original work based on a community issue that explores various solutions to a problem.

**Remarks/Examples:**

e.g., health, environment, politics, bullying

**Related Access Points**

Name	Description
<a href="#">TH.68.C.1.In.a:</a>	Create a performance piece based on an age-appropriate theme or social issue relevant to the school climate.
<a href="#">TH.68.C.1.Su.a:</a>	Contribute to the creation of a performance piece based on an age-appropriate theme or social issue relevant to the school climate.
<a href="#">TH.68.C.1.Pa.a:</a>	Participate in a performance piece based on an age-appropriate theme or social issue relevant to the school climate.

[TH.68.C.1.3:](#)

Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.

**Related Access Points**

Name	Description
<a href="#">TH.68.C.1.In.c:</a>	Identify elements necessary to portray reality in a theatrical performance.
<a href="#">TH.68.C.1.Su.c:</a>	Recognize selected elements necessary to portray reality in a theatrical performance.
<a href="#">TH.68.C.1.Pa.c:</a>	Recognize a selected element to portray reality in a theatrical performance.

[TH.68.C.1.5:](#)

Describe how a theatrical activity can entertain or instruct an audience.

**Related Access Points**

Name	Description
<a href="#">TH.68.C.1.In.e:</a>	Examine the purpose, elements, and meaning of a theatrical work to determine its value.
<a href="#">TH.68.C.1.Su.e:</a>	Examine the purpose, elements, or meaning of a theatrical work.
<a href="#">TH.68.C.1.Pa.e:</a>	Recognize the purpose of a theatrical work.

Analyze selections from the canon of great world drama as a foundation for understanding the development of drama over time.

**Remarks/Examples:**

e.g., Sophocles, Shakespeare, Moliere, Ibsen, Chekhov, O'Neill, Brecht, Williams, Beckett, Miller, Wilson, Simon

**Related Access Points**

Name	Description
<a href="#">TH.68.C.1.In.f:</a>	Use defined criteria to analyze the development of drama over time.
<a href="#">TH.68.C.1.Su.f:</a>	Use specific criteria to explain the development of drama over time.
<a href="#">TH.68.C.1.Pa.f:</a>	Identify specific selections of drama in the development of drama over time.

Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation.

**Remarks/Examples:**

e.g., color, texture, shape, form, sound

**Related Access Points**

Name	Description
<a href="#">TH.68.C.3.In.a:</a>	Describe elements necessary to portray artistic intent in a theatrical performance.
<a href="#">TH.68.C.3.Su.a:</a>	Identify selected elements necessary to portray artistic intent in a theatrical performance.
<a href="#">TH.68.C.3.Pa.a:</a>	Select an element in a theatrical performance.

[TH.68.C.3.2:](#)

Compare a film version of a story to its original play form.

**Related Access Points**

Name	Description
<a href="#">TH.68.C.3.In.b:</a>	Compare the telling of a story in two different media.
<a href="#">TH.68.C.3.Su.b:</a>	Identify similarities and differences between the telling of a story in two different media.
<a href="#">TH.68.C.3.Pa.b:</a>	Recognize a similarity or difference between the telling of a story in two different media.

[TH.68.F.1.1:](#)

Manipulate various design components to imagine the world of the character.

**Related Access Points**

Name	Description
<a href="#">TH.68.F.1.In.a:</a>	Create, interpret, and respond to theatre that uses improvised storytelling.
<a href="#">TH.68.F.1.Su.a:</a>	Create, interpret, or respond to theatre that uses improvised storytelling.
<a href="#">TH.68.F.1.Pa.a:</a>	Create, interpret, or respond to props, costumes, or dialogue that support a story.

[TH.68.F.1.2:](#)

Use vocal, physical, and imaginative ideas, through improvisation, as a foundation to create new characters and to write dialogue.

**Related Access Points**

Name	Description
TH.68.F.1.In.a:	Create, interpret, and respond to theatre that uses improvised storytelling.
TH.68.F.1.Su.a:	Create, interpret, or respond to theatre that uses improvised storytelling.
TH.68.F.1.Pa.a:	Create, interpret, or respond to props, costumes, or dialogue that support a story.

[TH.68.F.1.3:](#) Demonstrate creative risk-taking by incorporating personal experiences in an improvisation.

#### Related Access Points

Name	Description
TH.68.F.1.In.a:	Create, interpret, and respond to theatre that uses improvised storytelling.
TH.68.F.1.Su.a:	Create, interpret, or respond to theatre that uses improvised storytelling.
TH.68.F.1.Pa.a:	Create, interpret, or respond to props, costumes, or dialogue that support a story.

[TH.68.F.2.1:](#) Research careers in the global economy that are not directly related to the arts, but include skills that are arts-based or derive part of their economic impact from the arts.

#### Related Access Points

Name	Description
TH.68.F.2.In.a:	Identify two or more employment and leisure opportunities in or relating to theatre and pair with the necessary skills and training.
TH.68.F.2.Su.a:	Recognize two or more employment and leisure opportunities in or relating to theatre and pair with a prerequisite.
TH.68.F.2.Pa.a:	Distinguish employment or leisure opportunities that are theatre-related vs. non-theatre-related.

[TH.68.F.2.2:](#) Identify industries within the state of Florida that have a significant impact on local economies, in which the arts are either directly or indirectly involved in their success.

#### Related Access Points

Name	Description
TH.68.F.2.In.a:	Identify two or more employment and leisure opportunities in or relating to theatre and pair with the necessary skills and training.
TH.68.F.2.Su.a:	Recognize two or more employment and leisure opportunities in or relating to theatre and pair with a prerequisite.
TH.68.F.2.Pa.a:	Distinguish employment or leisure opportunities that are theatre-related vs. non-theatre-related.

[TH.68.H.1.2:](#) Analyze the impact of one's emotional and social experiences when responding to, or participating in, a play.

#### Related Access Points

Name	Description
TH.68.H.1.In.b:	Describe physical and emotional qualities that define one or more major characters in a theatrical production.
TH.68.H.1.Su.b:	Identify physical and emotional qualities that define one or more major characters in a theatrical production.
TH.68.H.1.Pa.b:	Recognize a physical or emotional quality that defines one or more major characters in a theatrical production.

[TH.68.H.1.4:](#) Create a monologue or story that reflects one's understanding of an event in a culture different from one's own.

#### Related Access Points

Name	Description
TH.68.H.1.In.c:	Create lines for a monologue or scene.
TH.68.H.1.Su.c:	Re-create lines from a monologue or scene.
TH.68.H.1.Pa.c:	Contribute selected lines for a monologue or scene.

[TH.68.H.1.6:](#) Discuss how a performer responds to different audiences.

#### Related Access Points

Name	Description
TH.68.H.1.In.a:	Connect cultural and historical beliefs and values to the related theatrical period.
TH.68.H.1.Su.a:	Recognize cultural or historical influences on theatrical works.
TH.68.H.1.Pa.a:	Associate theatre with cultures or times.

[TH.68.H.2.6:](#) Describe historical and cultural influences leading to changes in theatre performance spaces and technology.

**Remarks/Examples:**  
e.g., indoor theatres, proscenium, gas lighting, computers

#### Related Access Points

Name	Description
TH.68.H.2.In.c:	Identify theatrical resources in the community.
TH.68.H.2.Su.c:	Recognize theatrical resources in the community.
TH.68.H.2.Pa.c:	Recognize a theatrical resource in the community.

[TH.68.H.2.7:](#) Define theatre genres from different periods in history, giving examples of each.

#### Related Access Points

Name	Description
<a href="#">TH.68.H.2.In.d:</a>	Identify a variety of theatre genres.
<a href="#">TH.68.H.2.Su.d:</a>	Recognize a variety of theatre genres.
<a href="#">TH.68.H.2.Pa.d:</a>	Recognize a theatre genre.

[TH.68.H.3.2:](#) Read plays from a variety of genres and styles and compare how common themes are expressed in various art forms.

#### Related Access Points

Name	Description
<a href="#">TH.68.H.3.In.a:</a>	Identify similarities in principles and skills used in theatre and other fields.
<a href="#">TH.68.H.3.Su.a:</a>	Recognize similarities in selected principles and skills used in theatre and other fields.
<a href="#">TH.68.H.3.Pa.a:</a>	Recognize a similarity in a selected principle or skill used in theatre and other fields.

[TH.68.H.3.4:](#) Describe the importance of wellness and care for the actor's physical being as a performance instrument.

#### Related Access Points

Name	Description
<a href="#">TH.68.H.3.In.c:</a>	Demonstrate maintenance of a health-enhancing level of personal fitness.
<a href="#">TH.68.H.3.Su.c:</a>	Participate in the maintenance of a health-enhancing level of personal fitness.
<a href="#">TH.68.H.3.Pa.c:</a>	Select a health-enhancing activity to promote personal fitness.

[TH.68.O.1.1:](#) Compare different processes an actor uses to prepare for a performance.

#### Related Access Points

Name	Description
<a href="#">TH.68.O.1.In.a:</a>	Demonstrate processes an actor uses to prepare for a performance.
<a href="#">TH.68.O.1.Su.a:</a>	Identify processes an actor uses to prepare for a performance.
<a href="#">TH.68.O.1.Pa.a:</a>	Recognize a process an actor uses to prepare for a performance.

[TH.68.O.2.1:](#) Diagram the major parts of a play and their relationships to each other.

#### Related Access Points

Name	Description
<a href="#">TH.68.O.2.In.a:</a>	Identify similarities and differences between a theatrical performance if depicted in a different location, time, or culture.
<a href="#">TH.68.O.2.Su.a:</a>	Recognize similarities and differences between a theatrical performance if depicted in a different location, time, or culture.
<a href="#">TH.68.O.2.Pa.a:</a>	Recognize a similarity or difference between a theatrical performance if depicted in a different location, time, or culture.

[TH.68.O.2.2:](#) Explain how a performance would change if depicted in a different location, time, or culture.

#### Related Access Points

Name	Description
<a href="#">TH.68.O.2.In.a:</a>	Identify similarities and differences between a theatrical performance if depicted in a different location, time, or culture.
<a href="#">TH.68.O.2.Su.a:</a>	Recognize similarities and differences between a theatrical performance if depicted in a different location, time, or culture.
<a href="#">TH.68.O.2.Pa.a:</a>	Recognize a similarity or difference between a theatrical performance if depicted in a different location, time, or culture.

[TH.68.O.2.3:](#) Write alternate endings for a specified play.

#### Related Access Points

Name	Description
<a href="#">TH.68.O.2.In.b:</a>	Suggest alternate story endings for a specified theatrical production.
<a href="#">TH.68.O.2.Su.b:</a>	Identify alternate story endings for a specified theatrical production.
<a href="#">TH.68.O.2.Pa.b:</a>	Recognize a story ending in a specified theatrical production.

[TH.68.O.2.4:](#) Perform a scene or pantomime to demonstrate understanding of blocking and stage movement.

#### Related Access Points

Name	Description
<a href="#">TH.68.O.2.In.c:</a>	Demonstrate theatrical skills and techniques appropriate for selected dramatizations.
<a href="#">TH.68.O.2.Su.c:</a>	Re-create basic theatrical skills and techniques appropriate for selected dramatizations.
<a href="#">TH.68.O.2.Pa.c:</a>	Contribute to creating or re-creating theatrical performances.

[TH.68.O.3.2:](#) Explore how theatre and theatrical works have influenced various cultures.

#### Related Access Points

Name	Description
<a href="#">TH.68.O.3.In.a:</a>	Identify similarities and differences between theatre and other art forms.
<a href="#">TH.68.O.3.Su.a:</a>	Recognize similarities and differences between theatre and other art forms.
<a href="#">TH.68.O.3.Pa.a:</a>	Recognize a similarity and difference between theatre and other art forms.

**TH.68.S.1.1:**

Describe the responsibilities of audience members, to the actors and each other, at live and recorded performances and demonstrate appropriate behavior.

**Related Access Points**

Name	Description
<a href="#">TH.68.S.1.In.a:</a>	Describe the proper audience etiquette at live and recorded performances.
<a href="#">TH.68.S.1.Su.a:</a>	Demonstrate proper audience etiquette at live and recorded performances.
<a href="#">TH.68.S.1.Pa.a:</a>	Recognize a characteristic of proper audience etiquette at live and recorded performances.

**TH.68.S.1.2:**

Invent a character with distinct behavior(s) based on observations of people in the real world and interact with others in a cast as the invented characters.

**Related Access Points**

Name	Description
<a href="#">TH.68.S.1.In.b:</a>	Create and refine selected theatrical performances.
<a href="#">TH.68.S.1.Su.b:</a>	Re-create and refine selected theatrical performances.
<a href="#">TH.68.S.1.Pa.b:</a>	Contribute to creating or responding to theatrical performances.

**TH.68.S.2.1:**

Discuss the value of collaboration in theatre and work together to create a theatrical production.

**Related Access Points**

Name	Description
<a href="#">TH.68.S.2.In.a:</a>	Identify each individual's role in a collaborative project.
<a href="#">TH.68.S.2.Su.a:</a>	Identify the role of self in a collaborative project.
<a href="#">TH.68.S.2.Pa.a:</a>	Recognize that a performance is a collection of parts.

**TH.68.S.2.4:**

Memorize and present a character's lines from a monologue or scene.

**Related Access Points**

Name	Description
<a href="#">TH.68.S.2.In.c:</a>	Memorize lines or actions from a monologue or scene.
<a href="#">TH.68.S.2.Su.c:</a>	Memorize selected lines or actions from a monologue or scene.
<a href="#">TH.68.S.2.Pa.c:</a>	Contribute selected lines or actions to scenes.

**DA.68.C.1.1:**

Examine and discuss exemplary works to gain ideas for creating dance studies with artistic intent.

**Related Access Points**

Name	Description
<a href="#">DA.68.C.1.In.a:</a>	Identify artistic intent of the choreographer/ performer within a dance performance.
<a href="#">DA.68.C.1.Su.a:</a>	Recognize the artistic intent of the choreographer/ performer within a variety of dance performances.
<a href="#">DA.68.C.1.Pa.a:</a>	Indicate the intent of the performer from selected dance examples.

Process, sequence, and demonstrate new material quickly and accurately with energy, expression, and clarity.

**DA.68.C.1.2:**

**Remarks/Examples:**  
e.g., in a classroom, master class, rehearsal, audition

**Related Access Points**

Name	Description
<a href="#">DA.68.C.1.In.b:</a>	Re-create movement sequences with energy, expression, and clarity.
<a href="#">DA.68.C.1.Su.b:</a>	Re-create movement in short sequences with energy, expression, and clarity.
<a href="#">DA.68.C.1.Pa.b:</a>	Re-create a variety of movement sequences related to dance.

**DA.68.C.3.2:**

Evaluate key elements observed in historically significant, exemplary works of dance.

**Related Access Points**

Name	Description
<a href="#">DA.68.C.3.In.b:</a>	Use defined criteria to respond to dance performances of a specified period or genre.
<a href="#">DA.68.C.3.Su.b:</a>	Use a teacher-selected criterion to respond to dance of a specified period or genre.
<a href="#">DA.68.C.3.Pa.b:</a>	Select preferred dance performances of a specified period or genre.

Interpret and respond to works by master choreographers who have used innovative technology and integrated information from non-dance content areas.

**DA.68.F.1.1:**

**Remarks/Examples:**  
e.g., Merce Cunningham, Elizabeth Streb, Alwin Nikolais, Pilobolus

**Related Access Points**

Name	Description

<b>DA.68.F.1.In.a:</b>	Individually or collaboratively demonstrate the use of a variety of technology tools to produce, store, or view dance performances as a citizen, consumer, or worker.
<b>DA.68.F.1.Su.a:</b>	Individually or collaboratively demonstrate the use of selected technology tools to produce or experience dance performances as a citizen, consumer, or worker.
<b>DA.68.F.1.Pa.a:</b>	Collaboratively demonstrate the use of selected technology tools to produce or experience dance performances.

Explore use of technology as a tool for creating, refining, and responding to dance.

**DA.68.F.1.2:**

**Remarks/Examples:**

e.g., video, projections

**Related Access Points**

Name	Description
<b>DA.68.F.1.In.a:</b>	Individually or collaboratively demonstrate the use of a variety of technology tools to produce, store, or view dance performances as a citizen, consumer, or worker.
<b>DA.68.F.1.Su.a:</b>	Individually or collaboratively demonstrate the use of selected technology tools to produce or experience dance performances as a citizen, consumer, or worker.
<b>DA.68.F.1.Pa.a:</b>	Collaboratively demonstrate the use of selected technology tools to produce or experience dance performances.

Identify and execute characteristic rhythms in dances representing one or more cultures.

**DA.68.H.1.1:**

**Remarks/Examples:**

e.g., African, Indian, Irish, Israeli, Latin

**Related Access Points**

Name	Description
<b>DA.68.H.1.In.a:</b>	Identify similarities and differences in dances produced by different cultures.
<b>DA.68.H.1.Su.a:</b>	Recognize similarities and differences in dances produced by different cultures.
<b>DA.68.H.1.Pa.a:</b>	Recognize similarities and differences in dances.

Analyze dance in various cultural and historical periods, and discuss how it has changed over time.

**DA.68.H.2.1:**

**Remarks/Examples:**

e.g., equality of gender and race, social trends

**Related Access Points**

Name	Description
<b>DA.68.H.2.In.a:</b>	Identify similarities and differences of dance from various cultures and historical periods.
<b>DA.68.H.2.Su.a:</b>	Recognize significant dances from various cultures and historical periods.
<b>DA.68.H.2.Pa.a:</b>	Recognize the origin or genre of selected dance performances.

Compare the roles of dance in various cultures.

**DA.68.H.2.2:**

**Remarks/Examples:**

e.g., celebratory, storytelling, social, spiritual

**Related Access Points**

Name	Description
<b>DA.68.H.2.In.a:</b>	Identify similarities and differences of dance from various cultures and historical periods.
<b>DA.68.H.2.Su.a:</b>	Recognize significant dances from various cultures and historical periods.
<b>DA.68.H.2.Pa.a:</b>	Recognize the origin or genre of selected dance performances.

Compare characteristics of two dance forms.

**DA.68.O.1.1:**

**Remarks/Examples:**

e.g., modern/jazz, ballet/Bharata Natyam, West African/Capoeira

**Related Access Points**

Name	Description
<b>DA.68.O.1.In.a:</b>	Identify characteristics of a variety of dance forms.
<b>DA.68.O.1.Su.a:</b>	Recognize a characteristic of a variety of dance forms.
<b>DA.68.O.1.Pa.a:</b>	Recognize a characteristic of a dance form.

**DA.68.O.1.2:**

Demonstrate, without prompting, procedures expected in class, rehearsal, and performance with independence.

**Related Access Points**

Name	Description
<b>DA.68.O.1.In.b:</b>	Demonstrate specified procedures and audience etiquette.
<b>DA.68.O.1.Su.b:</b>	Practice specified procedures and audience etiquette.
<b>DA.68.O.1.Pa.b:</b>	Practice a specified element of audience etiquette at performances.

**DA.68.O.1.3:**

Dissect a dance step or combination to reveal the underlying steps, positions, related steps, and possible variations.

### Related Access Points

Name	Description
DA.68.O.1.In.c:	Investigate the positions, initiations, and movements within a given step.
DA.68.O.1.Su.c:	Identify the elements of dance in planned and improvised dance pieces to show awareness of structure.
DA.68.O.1.Pa.c:	Imitate a movement sequence based on the elements of dance.

[DA.68.O.2.1:](#)

Create a dance phrase and revise one or more elements to add interest and diversity to the piece.

### Related Access Points

Name	Description
DA.68.O.2.In.a:	Revise one or more elements of a dance phrase to add interest and diversity.
DA.68.O.2.Su.a:	Re-create a dance phrase.
DA.68.O.2.Pa.a:	Identify preferred dance examples.

Explore dance phrases to investigate choreographic principles and structures.

[DA.68.S.1.1:](#)

### Remarks/Examples:

e.g., sequence, unity, contrast, variety, repetition, transitions, climax/resolution

### Related Access Points

Name	Description
DA.68.S.1.In.a:	Imitate dance phrases to investigate choreographic principles and structures.
DA.68.S.1.Su.a:	Imitate dance phrases to investigate choreographic principles.
DA.68.S.1.Pa.a:	Imitate movement sequences to investigate choreographic principles.

[DA.68.S.1.2:](#)

Experiment with improvisational exercises to develop creative risk-taking capacities.

### Related Access Points

Name	Description
DA.68.S.1.In.a:	Imitate dance phrases to investigate choreographic principles and structures.
DA.68.S.1.Su.a:	Imitate dance phrases to investigate choreographic principles.
DA.68.S.1.Pa.a:	Imitate movement sequences to investigate choreographic principles.

Analyze the possibilities and limitations of the body through short dance sequences.

[DA.68.S.1.3:](#)

### Remarks/Examples:

e.g., developmental level, safe transitions, jump height, physical safety, speed, anatomical function (knee: hinge joint; hip: ball joint)

### Related Access Points

Name	Description
DA.68.S.1.In.a:	Imitate dance phrases to investigate choreographic principles and structures.
DA.68.S.1.Su.a:	Imitate dance phrases to investigate choreographic principles.
DA.68.S.1.Pa.a:	Imitate movement sequences to investigate choreographic principles.

[DA.68.S.2.1:](#)

Sustain focused attention, respect, and discipline during classes and performances.

### Related Access Points

Name	Description
DA.68.S.2.In.a:	Display attention, cooperation, and focus during class and performance.
DA.68.S.2.Su.a:	Demonstrate focus and concentration while listening to instructions and observing others' movement.
DA.68.S.2.Pa.a:	Re-create a variety of movements related to dance.

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

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

### Related Certifications

[Art Education \(Secondary Grades 7-12\)](#)

There are more than 3 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15475>

# Access M/J Language Arts 1 (#7810011)

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

<b>Course Number:</b> 7810011  <b>Course Status:</b> Course Approved <b>Grade Level(s):</b> 6,7,8	<b>Course Path: Section:</b> Exceptional Student Education > <b>Grade Group:</b> Middle/Junior High > <b>Subject:</b> Academics - Subject Areas > <b>Abbreviated Title:</b> ACCESS M/J LA 1 <b>Course Length:</b> Year (Y) <b>Course Attributes:</b> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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## GENERAL NOTES

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Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

### English Language Development ELD Standards Special Notes Section:

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

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

## Course Standards

Name	Description
<a href="#">LAFS.6.L.1.1:</a>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., myself, ourselves). c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
<a href="#">LAFS.6.L.1.2:</a>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Spell correctly.
<a href="#">LAFS.6.L.2.3:</a>	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style b. Maintain consistency in style and tone.
<a href="#">LAFS.6.L.3.4:</a>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context.

<a href="#">LAFS.6.L.3.5:</a>	b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
<a href="#">LAFS.6.L.3.6:</a>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<a href="#">LAFS.6.RI.1.1:</a>	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<a href="#">LAFS.6.RI.1.2:</a>	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
<a href="#">LAFS.6.RI.1.3:</a>	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
<a href="#">LAFS.6.RI.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
<a href="#">LAFS.6.RI.2.5:</a>	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
<a href="#">LAFS.6.RI.2.6:</a>	<b>Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</b>
<a href="#">LAFS.6.RI.3.7:</a>	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
<a href="#">LAFS.6.RI.3.8:</a>	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
<a href="#">LAFS.6.RI.3.9:</a>	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
<a href="#">LAFS.6.RI.4.10:</a>	<b>By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</b>
<a href="#">LAFS.6.RL.1.1:</a>	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<a href="#">LAFS.6.RL.1.2:</a>	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
<a href="#">LAFS.6.RL.1.3:</a>	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
<a href="#">LAFS.6.RL.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
<a href="#">LAFS.6.RL.2.5:</a>	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
<a href="#">LAFS.6.RL.2.6:</a>	Explain how an author develops the point of view of the narrator or speaker in a text.
<a href="#">LAFS.6.RL.3.7:</a>	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
<a href="#">LAFS.6.RL.3.9:</a>	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
<a href="#">LAFS.6.RL.4.10:</a>	<b>By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</b>
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li> <li>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li> </ul>
<a href="#">LAFS.6.SL.1.1:</a>	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
<a href="#">LAFS.6.SL.1.2:</a>	<b>Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</b>
<a href="#">LAFS.6.SL.1.3:</a>	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
<a href="#">LAFS.6.SL.2.4:</a>	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
<a href="#">LAFS.6.SL.2.5:</a>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
<a href="#">LAFS.6.SL.2.6:</a>	Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> <li>a. Introduce claim(s) and organize the reasons and evidence clearly.</li> <li>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from the argument presented.</li> </ul>
<a href="#">LAFS.6.W.1.1:</a>	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ul style="list-style-type: none"> <li>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style.</li> <li>f. Provide a concluding statement or section that follows from the information or explanation presented.</li> </ul>
<a href="#">LAFS.6.W.1.2:</a>	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <ul style="list-style-type: none"> <li>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds</li> </ul>

<a href="#">LAFS.6.W.1.3:</a>	naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.
<a href="#">LAFS.6.W.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<a href="#">LAFS.6.W.2.5:</a>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<a href="#">LAFS.6.W.2.6:</a>	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
<a href="#">LAFS.6.W.3.7:</a>	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
<a href="#">LAFS.6.W.3.8:</a>	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
<a href="#">LAFS.6.W.3.9:</a>	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
<a href="#">LAFS.6.W.4.10:</a>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#">HE.6.B.3.3:</a>	Investigate a variety of technologies to gather health information. <b>Remarks/Examples:</b> Thermometer, television, Internet, audio books, and technology tools.
<a href="#">HE.6.B.4.1:</a>	Determine strategies to improve effective verbal- and nonverbal-communication skills to enhance health. <b>Remarks/Examples:</b> Role playing, short stories, and open-ended scenarios.
<a href="#">HE.6.B.4.2:</a>	Practice refusal skills and negotiation skills to reduce health risks. <b>Remarks/Examples:</b> Assertiveness, compromising, and use of "I" messages.
<a href="#">HE.6.B.4.3:</a>	Demonstrate effective conflict-management and/or resolution strategies. <b>Remarks/Examples:</b> Talk to an adult, anger management, and conflict mediation.
<a href="#">HE.6.B.4.4:</a>	Compile ways to ask for assistance to enhance the health of self and others. <b>Remarks/Examples:</b> Verbalize, write, and ask others for help.
<a href="#">HE.6.B.5.1:</a>	Investigate health-related situations that require the application of a thoughtful decision-making process. <b>Remarks/Examples:</b> Peer pressure, exposure to unsupervised firearms, and tobacco use.
<a href="#">HE.6.C.1.2:</a>	Describe how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated. <b>Remarks/Examples:</b> Nutrition/mental alertness, interpersonal conflicts/emotional stress, sleep/physical stamina, and hunger/solving problems.
<a href="#">HE.6.C.2.5:</a>	Examine how media influences peer and community health behaviors. <b>Remarks/Examples:</b> Derogatory lyrics in music, anti-drug PSAs, sports beverage commercials, and Internet safety.
<a href="#">ELD.K12.ELL.LA.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<a href="#">SS.6.C.2.1:</a>	Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.

## Related Certifications

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

Middle Grades English (Middle Grades 5-9) Plus Specific Learning Disabilities (Elementary and Secondary Grades K-12)
Elementary Education (Grades K-6) Plus Exceptional Student Education (Elementary and Secondary Grades K-12)
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Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus English (Grades 6-12)

There are more than 277 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15476>

# Access M/J Language Arts 2 (#7810012)

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

**Course Number:** 7810012

**Course Path: Section:** Exceptional Student

Education > **Grade Group:** Middle/Junior High >

**Subject:** Academics - Subject Areas >

**Abbreviated Title:** ACCESS M/J LA 2

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

## GENERAL NOTES

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### English Language Development ELD Standards Special Notes Section:

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<http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>.

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

### Additional Instructional Resources:

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

## Course Standards

Name	Description
<a href="#">LAFS.7.L.1.1:</a>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
<a href="#">LAFS.7.L.1.2:</a>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). b. Spell correctly.
<a href="#">LAFS.7.L.2.3:</a>	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<a href="#">LAFS.7.L.3.4:</a>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

<a href="#">LAFS.7.L.3.5:</a>	b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
<a href="#">LAFS.7.RI.3.6:</a>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<a href="#">LAFS.7.RI.1.1:</a>	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<a href="#">LAFS.7.RI.1.2:</a>	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
<a href="#">LAFS.7.RI.1.3:</a>	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
<a href="#">LAFS.7.RI.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
<a href="#">LAFS.7.RI.2.5:</a>	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
<a href="#">LAFS.7.RI.2.6:</a>	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
<a href="#">LAFS.7.RI.3.7:</a>	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
<a href="#">LAFS.7.RI.3.8:</a>	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
<a href="#">LAFS.7.RI.3.9:</a>	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
<a href="#">LAFS.7.RI.4.10:</a>	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<a href="#">LAFS.7.RL.1.1:</a>	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<a href="#">LAFS.7.RL.1.2:</a>	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
<a href="#">LAFS.7.RL.1.3:</a>	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
<a href="#">LAFS.7.RL.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
<a href="#">LAFS.7.RL.2.5:</a>	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
<a href="#">LAFS.7.RL.2.6:</a>	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
<a href="#">LAFS.7.RL.3.7:</a>	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
<a href="#">LAFS.7.RL.3.9:</a>	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
<a href="#">LAFS.7.RL.4.10:</a>	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<a href="#">LAFS.7.SL.1.1:</a>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.
<a href="#">LAFS.7.SL.1.2:</a>	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
<a href="#">LAFS.7.SL.1.3:</a>	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
<a href="#">LAFS.7.SL.2.4:</a>	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<a href="#">LAFS.7.SL.2.5:</a>	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
<a href="#">LAFS.7.SL.2.6:</a>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
<a href="#">LAFS.7.W.1.1:</a>	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
<a href="#">LAFS.7.W.1.2:</a>	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

<u>LAFS.7.W.1.3:</u>	<ul style="list-style-type: none"> <li>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</li> </ul>
<u>LAFS.7.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>LAFS.7.W.2.5:</u>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<u>LAFS.7.W.2.6:</u>	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
<u>LAFS.7.W.3.7:</u>	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
<u>LAFS.7.W.3.8:</u>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<u>LAFS.7.W.3.9:</u>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").</li> <li>b. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").</li> </ul>
<u>LAFS.7.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 discipline-specific tasks, purposes, and audiences.
<u>HE.7.B.3.3:</u>	Compare a variety of technologies to gather health information.  <b>Remarks/Examples:</b> WebMD vs. Wikipedia, home blood pressure/thermometer vs. physician's office equipment, and mobile diagnostic imaging vs. hospital MRI.
<u>HE.7.B.4.1:</u>	Apply effective communication skills when interacting with others to enhance health.  <b>Remarks/Examples:</b> Clear and concise words, nonverbal language, discussion, "I" messages, and assertive vs. passive or aggressive communication.
<u>HE.7.B.4.2:</u>	Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks.  <b>Remarks/Examples:</b> Working together, compromise, direct statement, peer mediation, personal boundaries, and reflective listening.
<u>HE.7.B.4.3:</u>	Articulate the possible causes of conflict among youth in schools and communities.  <b>Remarks/Examples:</b> Ethnic prejudice and diversity, substance use, group dynamics, relationship issues/dating violence, gossip/rumors, and sexual identity.
<u>HE.7.B.4.4:</u>	Demonstrate how to ask for assistance to enhance the health of self and others.  <b>Remarks/Examples:</b> "I" messages, ask on behalf of a friend, written request, riding in a vehicle with someone who is intoxicated, and bullying.
<u>HE.7.B.5.1:</u>	Predict when health-related situations require the application of a thoughtful decision-making process.  <b>Remarks/Examples:</b> Prescription drug use/abuse, riding in a vehicle with an underage driver, selecting nutritious foods, mental-health issues, determining whether a relationship is healthy, sexual activity/abstinence, and cheating.
<u>HE.7.C.1.2:</u>	Explain how physical, mental/emotional, social, and intellectual dimensions of health are interrelated.  <b>Remarks/Examples:</b> Stress/exams, self-esteem/body weight, emotional stress/illness, and interpersonal relationships/peer refusal.
<u>HE.7.C.2.5:</u>	Analyze how messages from media influence health behaviors.  <b>Remarks/Examples:</b> Sports figures promoting fast food, provocative images in film/print advertisements; coolness/appeal of smoking; and dangerous, life-threatening stunts.
<u>SS.7.C.2.11:</u>	Analyze media and political communications (bias, symbolism, propaganda).  <b>Remarks/Examples:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages <a href="#">44-45</a> . Additional resources may be found on the <a href="#">FLDOE End-of-Course (EOC) Assessments</a> webpage and the <a href="#">FLDOE Social Studies</a> webpage.
<u>SS.7.C.2.13:</u>	Examine multiple perspectives on public and current issues.  <b>Remarks/Examples:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages <a href="#">48-49</a> . Additional resources may be found on the <a href="#">FLDOE End-of-Course (EOC) Assessments</a> webpage and the <a href="#">FLDOE Social Studies</a> webpage.
<u>ELD.K12.ELL.LA.1:</u>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
<u>ELD.K12.ELL.SI.1:</u>	English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

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

There are more than 226 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15485>

# Access M/J Language Arts 3 (#7810013)

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

<b>Course Number:</b> 7810013  <b>Course Status:</b> Course Approved <b>Grade Level(s):</b> 6,7,8	<b>Course Path: Section:</b> Exceptional Student Education > <b>Grade Group:</b> Middle/Junior High > <b>Subject:</b> Academics - Subject Areas > <b>Abbreviated Title:</b> ACCESS M/J LANG ARTS 3 <b>Course Length:</b> Year (Y) <b>Course Attributes:</b> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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## GENERAL NOTES

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

### English Language Development ELD Standards Special Notes Section:

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

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

### Additional Instructional Resources:

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

## Course Standards

Name	Description
<a href="#">LAFS.8.L.1.1:</a>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.
<a href="#">LAFS.8.L.1.2:</a>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.
<a href="#">LAFS.8.L.2.3:</a>	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
<a href="#">LAFS.8.L.3.4:</a>	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LAFS.8.L.3.5:	<ul style="list-style-type: none"> <li>a. Interpret figures of speech (e.g. verbal irony, puns) in context.</li> <li>b. Use the relationship between particular words to better understand each of the words.</li> <li>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</li> </ul>
LAFS.8.L.3.6:	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.8.RI.1.1:	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.8.RI.1.2:	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
LAFS.8.RI.1.3:	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
LAFS.8.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LAFS.8.RI.2.5:	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
LAFS.8.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
LAFS.8.RI.3.7:	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
LAFS.8.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
LAFS.8.RI.3.9:	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
LAFS.8.RI.4.10:	<b>By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.</b>
LAFS.8.RL.1.1:	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.8.RL.1.2:	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
LAFS.8.RL.1.3:	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
LAFS.8.RL.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LAFS.8.RL.2.5:	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
LAFS.8.RL.2.6:	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
LAFS.8.RL.3.7:	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
LAFS.8.RL.3.9:	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
LAFS.8.RL.4.10:	<b>By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</b>
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LAFS.8.SL.1.1:	<ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</li> <li>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</li> </ul>
LAFS.8.SL.1.2:	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
LAFS.8.SL.1.3:	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LAFS.8.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.8.SL.2.5:	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
LAFS.8.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.8.W.1.1:	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> <li>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
LAFS.8.W.1.2:	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> </ul>

- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

[LAFS.8.W.1.3:](#)

[LAFS.8.W.2.4:](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

[LAFS.8.W.2.5:](#)

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

[LAFS.8.W.2.6:](#)

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

[LAFS.8.W.3.7:](#)

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

[LAFS.8.W.3.8:](#)

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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

- a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

- b. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").

[LAFS.8.W.4.10:](#)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Illustrate skills necessary for effective communication with family, peers, and others to enhance health.

**Remarks/Examples:**

Refusal skills, nonverbal communication, asking questions, "I" messages, assertiveness, negotiation, and making requests.

Examine the possible causes of conflict among youth in schools and communities.

**Remarks/Examples:**

Relationships, territory, jealousy, and gossip/rumors.

Compare and contrast ways to ask for and offer assistance to enhance the health of self and others.

**Remarks/Examples:**

Compare responses, passive vs. assertive, written vs. spoken, and anonymous vs. face-to-face.

Determine when health-related situations require the application of a thoughtful prepared plan of action.

**Remarks/Examples:**

Consumption of alcohol, sexual situations, use of marijuana, prescription-drug abuse, and dating violence.

Analyze the interrelationship between healthy/unhealthy behaviors and the dimensions of health: physical, mental/emotional, social, and intellectual.

**Remarks/Examples:**

Sleep/studying for tests, road rage/vehicular crashes, bullying/depression, and healthy relationships/emotional health.

Research marketing strategies behind health-related media messages.

**Remarks/Examples:**

Social acceptance of alcohol use, promotion of thinness as the best body type, sexual images to sell products, and normalization of violence.

[SS.8.C.1.5:](#)

Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.

[SS.8.C.1.6:](#)

Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.

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

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

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

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

## Related Certifications

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

There are more than 196 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15486>

# Access M/J Grade 6 Mathematics (#7812015)

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

**Course Number:** 7812015

**Course Path: Section:** Exceptional Student

Education > **Grade Group:** Middle/Junior High >

**Subject:** Academics - Subject Areas >

**Abbreviated Title:** ACCESS M/J GR 6 MATH

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

## GENERAL NOTES

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

### English Language Development ELD Standards Special Notes Section:

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

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

### Additional Instructional Resources:

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

## Course Standards

Name	Description
<a href="#">MAFS.6.EE.1.1:</a>	<p>Write and evaluate numerical expressions involving whole-number exponents.</p> <p>Write, read, and evaluate expressions in which letters stand for numbers.</p> <p>a. Write expressions that record operations with numbers and with letters standing for numbers. <i>For example, express the calculation "Subtract y from 5" as <math>5 - y</math>.</i></p> <p>b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression <math>2(8 + 7)</math> as a product of two factors; view <math>(8 + 7)</math> as both a single entity and a sum of two terms.</p> <p>c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). <i>For example, use the formulas <math>V = s^3</math> and <math>A = 6s^2</math> to find the volume and surface area of a cube with sides of length <math>s = 1/2</math>.</i></p>
<a href="#">MAFS.6.EE.1.2:</a>	<p>Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression <math>3(2 + x)</math> to produce the equivalent expression <math>6 + 3x</math>; apply the distributive property to the expression <math>24x + 18y</math> to produce the equivalent expression <math>6(4x + 3y)</math>; apply properties of operations to <math>y + y + y</math> to produce the equivalent expression <math>3y</math>.</p>
<a href="#">MAFS.6.EE.1.3:</a>	<p><b>Remarks/Examples:</b>  <b>Examples of Opportunities for In-Depth Focus</b></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>

<a href="#">MAFS.6.EE.1.4:</a>	Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number $y$ stands for.
<a href="#">MAFS.6.EE.2.5:</a>	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.
<a href="#">MAFS.6.EE.2.6:</a>	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.
	Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which $p$ , $q$ and $x$ are all non-negative rational numbers.
	<p><b>Remarks/Examples:</b>  <b>Examples of Opportunities for In-Depth Focus</b></p> <p><a href="#">MAFS.6.EE.2.7:</a> When students write equations of the form <math>x + p = q</math> and <math>px = q</math> to solve real-world and mathematical problems, they draw on meanings of operations that they are familiar with from previous grades' work. They also begin to learn algebraic approaches to solving problems.<sup>16</sup></p> <p><sup>16</sup> For example, suppose Daniel went to visit his grandmother, who gave him \$5.50. Then he bought a book costing \$9.20 and had \$2.30 left. To find how much money he had before visiting his grandmother, an algebraic approach leads to the equation <math>x + 5.50 - 9.20 = 2.30</math>. 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><a href="#">MAFS.6.EE.2.8:</a> Write an inequality of the form <math>x &gt; c</math> or <math>x &lt; c</math> to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form <math>x &gt; c</math> or <math>x &lt; c</math> have infinitely many solutions; represent solutions of such inequalities on number line diagrams.</p> <p><a href="#">MAFS.6.EE.3.9:</a> Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation <math>d = 65t</math> to represent the relationship between distance and time.</p> <p><a href="#">MAFS.6.G.1.1:</a> 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><a href="#">MAFS.6.G.1.2:</a> 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 <math>V = l w h</math> and <math>V = B h</math> to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.</p> <p><a href="#">MAFS.6.G.1.3:</a> Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.</p> <p><a href="#">MAFS.6.G.1.4:</a> Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.</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 <math>(2/3) \div (3/4)</math> and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that <math>(2/3) \div (3/4) = 8/9</math> because <math>3/4</math> of <math>8/9</math> is <math>2/3</math>. (In general, <math>(a/b) \div (c/d) = ad/bc</math>.) How much chocolate will each person get if 3 people share <math>1/2</math> lb of chocolate equally? How many <math>3/4</math>-cup servings are in <math>2/3</math> of a cup of yogurt? How wide is a rectangular strip of land with length <math>3/4</math> mi and area <math>1/2</math> square mi?</i></p>
<a href="#">MAFS.6.NS.1.1:</a>	<p><b>Remarks/Examples:</b>  <b>Examples of Opportunities for In-Depth Focus</b></p> <p>This is a culminating standard for extending multiplication and division to fractions.</p> <p><b>Fluency Expectations or Examples of Culminating Standards</b></p> <p>Students interpret and compute quotients of fractions and solve word problems involving division of fractions by fractions. This completes the extension of operations to fractions.</p> <p>Fluently divide multi-digit numbers using the standard algorithm.</p>
<a href="#">MAFS.6.NS.2.2:</a>	<p><b>Remarks/Examples:</b>  <b>Fluency Expectations or Examples of Culminating Standards</b></p> <p>Students fluently divide multi-digit numbers using the standard algorithm. This is the culminating standard for several years' worth of work with division of whole numbers.</p> <p>Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.</p>
<a href="#">MAFS.6.NS.2.3:</a>	<p><b>Remarks/Examples:</b>  <b>Fluency Expectations or Examples of Culminating Standards</b></p> <p>Students fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. This is the culminating standard for several years' worth of work relating to the domains of Number and Operations in Base Ten, Operations and Algebraic Thinking, and Number and Operations — Fractions.</p>
<a href="#">MAFS.6.NS.2.4:</a>	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express $36 + 8$ as $4(9 + 2)$ .
<a href="#">MAFS.6.NS.3.5:</a>	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.
	Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.

- a. 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.
- b. 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.
- c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.

Understand ordering and absolute value of rational numbers.

- a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret  $-3 > -7$  as a statement that  $-3$  is located to the right of  $-7$  on a number line oriented from left to right.
- b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write  $-3^{\circ}\text{C} > -7^{\circ}\text{C}$  to express the fact that  $-3^{\circ}\text{C}$  is warmer than  $-7^{\circ}\text{C}$ .
- c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of  $-30$  dollars, write  $| -30 | = 30$  to describe the size of the debt in dollars.
- d. Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than  $-30$  dollars represents a debt greater than  $30$  dollars.

Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.

**MAFS.6.NS.3.8:**

**Remarks/Examples:**

**Examples of Opportunities for In-Depth Focus**

When students work with rational numbers in the coordinate plane to solve problems, they combine and consolidate elements from the other standards in this cluster.

**MAFS.6.RP.1.1:**

Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. *For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."*

**MAFS.6.RP.1.2:**

Understand the concept of a unit rate  $a/b$  associated with a ratio  $a:b$  with  $b \neq 0$ , and use rate language in the context of a ratio relationship. *For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is  $\frac{3}{4}$  cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."*

Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

- Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
- Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?
- Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means  $30/100$  times the quantity); solve problems involving finding the whole, given a part and the percent.
- Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.
- Understand the concept of Pi as the ratio of the circumference of a circle to its diameter.

(<sup>1</sup>See [Table 2 Common Multiplication and Division Situations](#))

**Remarks/Examples:**

**Examples of Opportunities for In-Depth Focus**

When students work toward meeting this standard, they use a range of reasoning and representations to analyze proportional relationships.

**MAFS.6.SP.1.1:**

Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, *"How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.*

**MAFS.6.SP.1.2:**

Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.

**MAFS.6.SP.1.3:**

Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.

**MAFS.6.SP.2.4:**

Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

Summarize numerical data sets in relation to their context, such as by:

- Reporting the number of observations.
- Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.
- Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
- Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

**MAFS.6.SP.2.5:**

**Make sense of problems and persevere in solving them.**

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information

**MAFS.K12.MP.1.1:**

they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**Reason abstractly and quantitatively.**

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

**Construct viable arguments and critique the reasoning of others.**

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Model with mathematics.**

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

**Use appropriate tools strategically.**

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

**Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**Look for and make use of structure.**

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as  $2 + 7$ . They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers  $x$  and  $y$ .

**Look for and express regularity in repeated reasoning.**

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation  $(y - 2)/(x - 1) = 3$ . Noticing the regularity in the way terms cancel when expanding  $(x - 1)(x + 1)$ ,  $(x - 1)(x^2 + x + 1)$ , and  $(x - 1)(x^3 + x^2 + x + 1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

[MAFS.K12.MP.2.1:](#)

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

[MAFS.K12.MP.4.1:](#)

[MAFS.K12.MP.5.1:](#)

[MAFS.K12.MP.6.1:](#)

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

[MAFS.K12.MP.8.1:](#)

[LAFS.6.SL.1.1:](#)

	c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<a href="#">LAFS.6.SL.1.2:</a>	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
<a href="#">LAFS.6.SL.1.3:</a>	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
<a href="#">LAFS.6.SL.2.4:</a>	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
<a href="#">LAFS.68.RST.1.3:</a>	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
<a href="#">LAFS.68.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
<a href="#">LAFS.68.RST.3.7:</a>	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
	Write arguments focused on discipline-specific content.
	a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
	b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
	c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
	d. Establish and maintain a formal style.
	e. Provide a concluding statement or section that follows from and supports the argument presented.
<a href="#">LAFS.68.WHST.1.1:</a>	
<a href="#">LAFS.68.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">ELD.K12.ELL.MA.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

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

There are more than 1084 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15487>

# Access M/J Grade 7 Mathematics (#7812020)

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

**Course Number:** 7812020

**Course Path: Section:** Exceptional Student

Education > **Grade Group:** Middle/Junior High >

**Subject:** Academics - Subject Areas >

**Abbreviated Title:** ACCESS M/J GR 7 MATH

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

## GENERAL NOTES

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

### English Language Development ELD Standards Special Notes Section:

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

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

### Additional Instructional Resources:

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

## Course Standards

Name	Description
<a href="#">MAFS.7.EE.1.1:</a>	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
<a href="#">MAFS.7.EE.1.2:</a>	Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. <i>For example, <math>a + 0.05a = 1.05a</math> means that "increase by 5%" is the same as "multiply by 1.05."</i>
<a href="#">MAFS.7.EE.2.3:</a>	Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.
	<p><b>Remarks/Examples:</b>  <b>Fluency Expectations or Examples of Culminating Standards</b></p> <p>Students solve multistep problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. This work is the culmination of many progressions of learning in arithmetic, problem solving and mathematical practices.</p> <p><b>Examples of Opportunities for In-Depth Focus</b></p> <p>This is a major capstone standard for arithmetic and its applications.</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 <math>px + q = r</math> and <math>p(x + q) = r</math>, where <math>p</math>, <math>q</math>, and <math>r</math> are specific rational numbers. Solve</p>

equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?

- 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. For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.

[MAFS.7.EE.2.4:](#)

**Remarks/Examples:**

**Fluency Expectations or Examples of Culminating Standards**

In solving word problems leading to one-variable equations of the form  $px + q = r$  and  $p(x + q) = r$ , students solve the equations fluently. This will require fluency with rational number arithmetic (7.NS.1.1–1.3), as well as fluency to some extent with applying properties operations to rewrite linear expressions with rational coefficients (7.EE.1.1).

**Examples of Opportunities for In-Depth Focus**

Work toward meeting this standard builds on the work that led to meeting 6.EE.2.7 and prepares students for the work that will lead to meeting 8.EE.3.7.

[MAFS.7.G.1.1:](#)

Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.

[MAFS.7.G.1.2:](#)

Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.

[MAFS.7.G.1.3:](#)

Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.

[MAFS.7.G.2.4:](#)

Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.

[MAFS.7.G.2.5:](#)

Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.

Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

[MAFS.7.G.2.6:](#)

**Remarks/Examples:**

**Examples of Opportunities for In-Depth Focus**

Work toward meeting this standard draws together grades 3–6 work with geometric measurement.

Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.

- Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.
- Understand  $p + q$  as the number located a distance  $|q|$  from  $p$ , in the positive or negative direction depending on whether  $q$  is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.
- Understand subtraction of rational numbers as adding the additive inverse,  $p - q = p + (-q)$ . Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.
- Apply properties of operations as strategies to add and subtract rational numbers.

[MAFS.7.NS.1.1:](#)

**Remarks/Examples:**

**Fluency Expectations or Examples of Culminating Standards**

Adding, subtracting, multiplying, and dividing rational numbers is the culmination of numerical work with the four basic operations. The number system will continue to develop in grade 8, expanding to become the real numbers by the introduction of irrational numbers, and will develop further in high school, expanding to become the complex numbers with the introduction of imaginary numbers. Because there are no specific standards for rational number arithmetic in later grades and because so much other work in grade 7 depends on rational number arithmetic, fluency with rational number arithmetic should be the goal in grade 7.

Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.

- Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as  $(-1)(-1) = 1$  and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.
- Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If  $p$  and  $q$  are integers, then  $-(p/q) = (-p)/q = p/(-q)$ . Interpret quotients of rational numbers by describing real-world contexts.
- Apply properties of operations as strategies to multiply and divide rational numbers.
- Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.

[MAFS.7.NS.1.2:](#)

**Remarks/Examples:**

**Fluency Expectations or Examples of Culminating Standards**

Adding, subtracting, multiplying, and dividing rational numbers is the culmination of numerical work with the four basic operations. The number system will continue to develop in grade 8, expanding to become the real numbers by the introduction of irrational numbers, and will develop further in high school, expanding to become the complex numbers with the introduction of imaginary numbers. Because there are no specific standards for rational number arithmetic in later grades and because so much other work in grade 7 depends on rational number arithmetic, fluency with rational number arithmetic should be the goal in grade 7.

Solve real-world and mathematical problems involving the four operations with rational numbers.

[MAFS.7.NS.1.3:](#)

**Remarks/Examples:**

**Examples of Opportunities for In-Depth Focus**

When students work toward meeting this standard (which is closely connected to 7.NS.1.1 and 7.NS.1.2), they consolidate their skill and understanding of addition, subtraction, multiplication and division of rational numbers.

[MAFS.7.RP.1.1:](#)

Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks  $\frac{1}{2}$  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.

Recognize and represent proportional relationships between quantities.

- a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
- b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
- c. Represent proportional relationships by equations. For example, if total cost  $t$  is proportional to the number  $n$  of items purchased at a constant price  $p$ , the relationship between the total cost and the number of items can be expressed as  $t = pn$ .
- d. Explain what a point  $(x, y)$  on the graph of a proportional relationship means in terms of the situation, with special attention to the points  $(0, 0)$  and  $(1, r)$  where  $r$  is the unit rate.

[MAFS.7.RP.1.2:](#)

**Remarks/Examples:**

**Examples of Opportunities for In-Depth Focus**

Students in grade 7 grow in their ability to recognize, represent, and analyze proportional relationships in various ways, including by using tables, graphs, and equations.

[MAFS.7.RP.1.3:](#)

Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.

[MAFS.7.SP.1.1:](#)

Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.

[MAFS.7.SP.1.2:](#)

Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.

[MAFS.7.SP.2.3:](#)

Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.

[MAFS.7.SP.2.4:](#)

Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.

[MAFS.7.SP.3.5:](#)

Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.

[MAFS.7.SP.3.6:](#)

Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.

[MAFS.7.SP.3.7:](#)

Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.

- a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.
- b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?

[MAFS.7.SP.3.8:](#)

Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.

- a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.
- b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.
- c. Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?

**Make sense of problems and persevere in solving them.**

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete

[MAFS.K12.MP.1.1:](#)

objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

#### **Reason abstractly and quantitatively.**

[MAFS.K12.MP.2.1:](#)

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

#### **Construct viable arguments and critique the reasoning of others.**

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

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

#### **Model with mathematics.**

[MAFS.K12.MP.4.1:](#)

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

#### **Use appropriate tools strategically.**

[MAFS.K12.MP.5.1:](#)

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

#### **Attend to precision.**

[MAFS.K12.MP.6.1:](#)

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

#### **Look for and make use of structure.**

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

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as  $2 + 7$ . They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers  $x$  and  $y$ .

#### **Look for and express regularity in repeated reasoning.**

[MAFS.K12.MP.8.1:](#)

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation  $(y - 2)/(x - 1) = 3$ . Noticing the regularity in the way terms cancel when expanding  $(x - 1)(x + 1)$ ,  $(x - 1)(x^2 + x + 1)$ , and  $(x - 1)(x^3 + x^2 + x + 1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

[LAFS.68.RST.1.3:](#)

Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

[LAFS.68.RST.2.4:](#)

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

[LAFS.68.RST.3.7:](#)

Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

Write arguments focused on discipline-specific content.

- Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons

	and evidence logically.
LAFS.68.WHST.1.1:	<ul style="list-style-type: none"> <li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LAFS.7.SL.1.1:	<ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</li> <li>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</li> </ul>
LAFS.7.SL.1.2:	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LAFS.7.SL.1.3:	<b>Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</b>
LAFS.7.SL.2.4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
ELD.K12.ELL.MA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

Mathematics (Secondary Grades 7-12) Plus Specific Learning Disabilities (Elementary and Secondary Grades K-12)
Elementary Education (Grades K-6) Plus Exceptional Student Education (Elementary and Secondary Grades K-12)
Exceptional Student Education (Elementary and Secondary Grades K-12) Plus Elementary Education (Elementary Grades 1-6)
Exceptional Student Education (Elementary and Secondary Grades K-12) Plus Mathematics (Grades 6-12)
Exceptional Student Education (Elementary and Secondary Grades K-12) Plus Mathematics (Elementary Grades 1-6)
Middle Grades Mathematics (Middle Grades 5-9) Plus Exceptional Student Education (Elementary and Secondary Grades K-12)
Mathematics (Secondary Grades 7-12) Plus Exceptional Student Education (Elementary and Secondary Grades K-12)
Elementary Education (Grades K-6) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)
Elementary Education (Elementary Grades 1-6) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)
Mentally Handicapped (Elementary and Secondary Grades K-12) Plus Mathematics (Grades 6-12)
Mentally Handicapped (Elementary and Secondary Grades K-12) Plus Mathematics (Elementary Grades 1-6)
Middle Grades Mathematics (Middle Grades 5-9) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)
Mathematics (Secondary Grades 7-12) Plus Mentally Handicapped (Elementary and Secondary Grades K-12)
Elementary Education (Grades K-6) Plus Varying Exceptionalities (Elementary and Secondary Grades K-12)
Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Elementary Education (Elementary Grades 1-6)
Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Mathematics (Grades 6-12)
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Middle Grades Mathematics (Middle Grades 5-9) Plus Varying Exceptionalities (Elementary and Secondary Grades K-12)
Mathematics (Secondary Grades 7-12) Plus Varying Exceptionalities (Elementary and Secondary Grades K-12)
Elementary Education (Grades K-6) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)
Emotionally Handicapped (Elementary and Secondary Grades K-12) Plus Mathematics (Elementary Grades 1-6)
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There are more than 1015 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15488>

# Access M/J Grade 8 Pre-Algebra (#7812030)

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

**Course Number:** 7812030

**Course Path: Section:** Exceptional Student

Education > **Grade Group:** Middle/Junior High >

**Subject:** Academics - Subject Areas >

**Abbreviated Title:** ACC M/J GR8 PRE-ALG

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

## GENERAL NOTES

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

### English Language Development ELD Standards Special Notes Section:

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

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

### Additional Instructional Resources:

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

Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

## Course Standards

Name	Description
<a href="#">MAFS.8.EE.1.1:</a>	Know and apply the properties of integer exponents to generate equivalent numerical expressions. <i>For example, <math>3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27</math>.</i>
<a href="#">MAFS.8.EE.1.2:</a>	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.
<a href="#">MAFS.8.EE.1.3:</a>	Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. <i>For example, estimate the population of the United States as <math>3 \times 10^9</math> and the population of the world as <math>7 \times 10^9</math>, and determine that the world population is more than 20 times larger.</i>
<a href="#">MAFS.8.EE.1.4:</a>	Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.
<a href="#">MAFS.8.EE.2.5:</a>	<p><b>Remarks/Examples:</b></p> <p><b>Examples of Opportunities for In-Depth Focus</b></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>
<a href="#">MAFS.8.EE.2.6:</a>	Use similar triangles to explain why the slope $m$ is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at $b$ .  Solve linear equations in one variable.

- a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form  $x = a$ ,  $a = a$ , or  $a = b$  results (where  $a$  and  $b$  are different numbers).
- b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.

**Remarks/Examples:**

**Fluency Expectations or Examples of Culminating Standards**

Students have been working informally with one-variable linear equations since as early as kindergarten. This important line of development culminates in grade 8 with the solution of general one-variable linear equations, including cases with infinitely many solutions or no solutions as well as cases requiring algebraic manipulation using properties of operations. Coefficients and constants in these equations may be any rational numbers.

**Examples of Opportunities for In-Depth Focus**

This is a culminating standard for solving one-variable linear equations.

Analyze and solve pairs of simultaneous linear equations.

- a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.
- b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example,  $3x + 2y = 5$  and  $3x + 2y = 6$  have no solution because  $3x + 2y$  cannot simultaneously be 5 and 6.
- c. Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.

**Remarks/Examples:**

**Examples of Opportunities for In-Depth Focus**

When students work toward meeting this standard, they build on what they know about two-variable linear equations, and they enlarge the varieties of real-world and mathematical problems they can solve.

**MAFS.8.EE.3.8:**

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.

Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.

**MAFS.8.F.1.2:**

**Remarks/Examples:**

**Examples of Opportunities for In-Depth Focus**

Work toward meeting this standard repositions previous work with tables and graphs in the new context of input/output rules.

**MAFS.8.F.1.3:**

Interpret the equation  $y = mx + b$  as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function  $A = s^2$  giving the area of a square as a function of its side length is not linear because its graph contains the points  $(1,1)$ ,  $(2,4)$  and  $(3,9)$ , which are not on a straight line.

**MAFS.8.F.2.4:**

Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two  $(x, y)$  values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.

**MAFS.8.F.2.5:**

Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

Verify experimentally the properties of rotations, reflections, and translations:

- a. Lines are taken to lines, and line segments to line segments of the same length.
- b. Angles are taken to angles of the same measure.
- c. Parallel lines are taken to parallel lines.

**MAFS.8.G.1.1:**

Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.

**MAFS.8.G.1.3:**

Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.

**MAFS.8.G.1.4:**

Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.

**MAFS.8.G.1.5:**

Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.

**MAFS.8.G.2.6:**

Explain a proof of the Pythagorean Theorem and its converse.

Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.

**MAFS.8.G.2.7:**

**Remarks/Examples:**

**Examples of Opportunities for In-Depth Focus**

The Pythagorean theorem is useful in practical problems, relates to grade-level work in irrational numbers and plays an important role mathematically in coordinate geometry in high school.

**MAFS.8.G.2.8:**

Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.

Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.

	<b>Remarks/Examples:</b> <b>Fluency Expectations or Examples of Culminating Standards</b>
<a href="#">MAFS.8.G.3.9:</a>	When students learn to solve problems involving volumes of cones, cylinders, and spheres — together with their previous grade 7 work in angle measure, area, surface area and volume (7.G.2.4–2.6) — they will have acquired a well-developed set of geometric measurement skills. These skills, along with proportional reasoning (7.RP) and multistep numerical problem solving (7.EE.2.3), can be combined and used in flexible ways as part of modeling during high school — not to mention after high school for college and careers.
<a href="#">MAFS.8.NS.1.1:</a>	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.
<a href="#">MAFS.8.NS.1.2:</a>	Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., $\pi^2$ ). For example, by truncating the decimal expansion of $\sqrt{2}$ , show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.
<a href="#">MAFS.8.SP.1.1:</a>	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
<a href="#">MAFS.8.SP.1.2:</a>	Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.
<a href="#">MAFS.8.SP.1.3:</a>	Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.
<a href="#">MAFS.8.SP.1.4:</a>	Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?
	<b>Make sense of problems and persevere in solving them.</b>
<a href="#">MAFS.K12.MP.1.1:</a>	Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.
	<b>Reason abstractly and quantitatively.</b>
<a href="#">MAFS.K12.MP.2.1:</a>	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.
	<b>Construct viable arguments and critique the reasoning of others.</b>
<a href="#">MAFS.K12.MP.3.1:</a>	Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.
	<b>Model with mathematics.</b>
<a href="#">MAFS.K12.MP.4.1:</a>	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.
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Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as  $2 + 7$ . They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers  $x$  and  $y$ .

**Look for and express regularity in repeated reasoning.**

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation  $(y - 2)/(x - 1) = 3$ . Noticing the regularity in the way terms cancel when expanding  $(x - 1)(x + 1)$ ,  $(x - 1)(x^2 + x + 1)$ , and  $(x - 1)(x^3 + x^2 + x + 1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

<a href="#">MAFS.K12.MP.6.1:</a>	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
<a href="#">MAFS.K12.MP.7.1:</a>	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see $7 \times 8$ equals the well remembered $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$ , older students can see the 14 as $2 \times 7$ and the 9 as $2 + 7$ . They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers $x$ and $y$ .
<a href="#">MAFS.K12.MP.8.1:</a>	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.
<a href="#">LAFS.68.RST.1.3:</a>	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
<a href="#">LAFS.68.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
<a href="#">LAFS.68.RST.3.7:</a>	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
<a href="#">LAFS.68.WHST.1.1:</a>	Write arguments focused on discipline-specific content. <ol style="list-style-type: none"><li>Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li><li>Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li><li>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li><li>Establish and maintain a formal style.</li><li>Provide a concluding statement or section that follows from and supports the argument presented.</li></ol>
<a href="#">LAFS.68.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ol style="list-style-type: none"><li>Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li><li>Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li><li>Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</li><li>Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</li></ol>
<a href="#">LAFS.8.SL.1.1:</a>	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
<a href="#">LAFS.8.SL.1.2:</a>	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
<a href="#">LAFS.8.SL.1.3:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
<a href="#">ELD.K12.ELL.MA.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

There are more than 935 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15489>

# M/J Access Music: 6-8 (#7813010)

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

<b>Course Number:</b> 7813010	<b>Course Path: Section:</b> Exceptional Student Education > <b>Grade Group:</b> Middle/Junior High > <b>Subject:</b> Academics - Subject Areas > <b>Abbreviated Title:</b> M/J ACCESS MUSIC:6-8 <b>Course Length:</b> Semester (S) <b>Course Attributes:</b> <ul style="list-style-type: none"><li>• Class Size Core Required</li></ul>
<b>Course Status:</b> Course Approved	
<b>Grade Level(s):</b> 6,7,8	

## VERSION DESCRIPTION

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

## GENERAL NOTES

**A. Major Concepts/Content.** The purpose of this course is to enable students with disabilities to develop an awareness and appreciation for music.

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

- vocal music
- instrumental music
- connections with culture and community
- music appreciation
- exploration of careers in music

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

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

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

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

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

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

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

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

### English Language Development (ELD) Standards Special Notes Section:

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

## VERSION REQUIREMENTS

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

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

1. Demonstrate awareness of vocal and instrumental composers, performers, and musical events.

2. Demonstrate awareness of selected musical instruments.

3. Demonstrate skills in vocal music.

4. Demonstrate skills in instrumental music.

5. Demonstrate awareness of characteristics of music of various cultures.

6. Demonstrate awareness of various types of music (e.g., folk, jazz, choral, orchestra).

7. Demonstrate awareness of careers in music.

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

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

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

8. Demonstrate awareness of the roles of music in the school and community.

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

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

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

## Course Standards

Name	Description
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

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

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

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

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

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

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

# M/J Access Physical Education: 6-8 (#7815010)

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

<b>Course Number:</b> 7815010  <b>Course Status:</b> Course Approved <b>Grade Level(s):</b> 6,7,8	<b>Course Path: Section:</b> Exceptional Student Education > <b>Grade Group:</b> Middle/Junior High > <b>Subject:</b> Academics - Subject Areas > <b>Abbreviated Title:</b> M/J ACCESS PE: 6-8 <b>Course Length:</b> Semester (S) <b>Course Attributes:</b> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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## GENERAL NOTES

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

### English Language Development (ELD) Standards Special Notes Section:

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

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

## Course Standards

Name	Description								
<a href="#">PE.6.C.2.1:</a>	<p>Identify at least two movements or activities which will lead to improvement in each of the health-related components of fitness.</p> <p><b>Remarks/Examples:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</p>								
<b>Related Access Points</b>									
	<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #e67e22; color: white;"> <th>Name</th><th>Description</th></tr> </thead> <tbody> <tr> <td><a href="#">PE.6.C.2.In.a:</a></td><td>Recognize at least two movements or activities that lead to improvement in the health-related components of fitness.</td></tr> <tr> <td><a href="#">PE.6.C.2.Su.a:</a></td><td>Recognize at least one movement or activity that leads to improvement in the health-related components of fitness.</td></tr> <tr> <td><a href="#">PE.6.C.2.Pa.a:</a></td><td>Associate movement with improvement in health-related components of fitness.</td></tr> </tbody> </table>	Name	Description	<a href="#">PE.6.C.2.In.a:</a>	Recognize at least two movements or activities that lead to improvement in the health-related components of fitness.	<a href="#">PE.6.C.2.Su.a:</a>	Recognize at least one movement or activity that leads to improvement in the health-related components of fitness.	<a href="#">PE.6.C.2.Pa.a:</a>	Associate movement with improvement in health-related components of fitness.
Name	Description								
<a href="#">PE.6.C.2.In.a:</a>	Recognize at least two movements or activities that lead to improvement in the health-related components of fitness.								
<a href="#">PE.6.C.2.Su.a:</a>	Recognize at least one movement or activity that leads to improvement in the health-related components of fitness.								
<a href="#">PE.6.C.2.Pa.a:</a>	Associate movement with improvement in health-related components of fitness.								
<a href="#">PE.6.C.2.2:</a>	<p>List safety procedures that should be followed when engaging in activities to improve the health-related components of fitness.</p> <p><b>Remarks/Examples:</b> The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</p>								
<b>Related Access Points</b>									
	<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #e67e22; color: white;"> <th>Name</th><th>Description</th></tr> </thead> <tbody> <tr> <td><a href="#">PE.6.C.2.In.b:</a></td><td>Identify safety procedures that should be followed when engaging in activities to improve cardiorespiratory endurance, muscular fitness, muscular endurance, flexibility and body composition.</td></tr> <tr> <td><a href="#">PE.6.C.2.Su.b:</a></td><td>Recognize safety procedures that should be followed when engaging in activities to improve cardiorespiratory endurance, physical conditioning, flexibility and body composition.</td></tr> <tr> <td><a href="#">PE.6.C.2.Pa.b:</a></td><td>Recognize a safety practice that should be followed when engaging in health-related physical fitness.</td></tr> </tbody> </table>	Name	Description	<a href="#">PE.6.C.2.In.b:</a>	Identify safety procedures that should be followed when engaging in activities to improve cardiorespiratory endurance, muscular fitness, muscular endurance, flexibility and body composition.	<a href="#">PE.6.C.2.Su.b:</a>	Recognize safety procedures that should be followed when engaging in activities to improve cardiorespiratory endurance, physical conditioning, flexibility and body composition.	<a href="#">PE.6.C.2.Pa.b:</a>	Recognize a safety practice that should be followed when engaging in health-related physical fitness.
Name	Description								
<a href="#">PE.6.C.2.In.b:</a>	Identify safety procedures that should be followed when engaging in activities to improve cardiorespiratory endurance, muscular fitness, muscular endurance, flexibility and body composition.								
<a href="#">PE.6.C.2.Su.b:</a>	Recognize safety procedures that should be followed when engaging in activities to improve cardiorespiratory endurance, physical conditioning, flexibility and body composition.								
<a href="#">PE.6.C.2.Pa.b:</a>	Recognize a safety practice that should be followed when engaging in health-related physical fitness.								
Describe how each of the health-related components of fitness are improved through the application of training principles.									

[PE.6.C.2.3:](#)

**Remarks/Examples:**

The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.

**Related Access Points**

Name	Description
<a href="#">PE.6.C.2.In.c:</a>	Identify how each of the health-related components of fitness, such as cardiorespiratory endurance, physical conditioning, flexibility and body composition are improved by training.
<a href="#">PE.6.C.2.Su.c:</a>	Recognize how each of the health-related components of fitness, such as cardiorespiratory endurance, physical conditioning, flexibility and body composition are improved by training.
<a href="#">PE.6.C.2.Pa.c:</a>	Associate exercise or training with improvement in the health-related components of fitness.

[PE.6.C.2.4:](#) Describe the long-term benefits of regular physical activity.

**Remarks/Examples:**

Some examples of types of long-term benefits are physical, cognitive and emotional.

**Related Access Points**

Name	Description
<a href="#">PE.6.C.2.In.d:</a>	Identify long-term benefits of regular physical activity.
<a href="#">PE.6.C.2.Su.d:</a>	Recognize long-term benefits of regular physical activity.
<a href="#">PE.6.C.2.Pa.d:</a>	Recognize that regular physical activity has health benefits.

[PE.6.C.2.5:](#)

Describe the training principles of overload, progression and specificity.

**Related Access Points**

Name	Description
<a href="#">PE.6.C.2.In.e:</a>	Identify the training principles of overload, progression and specificity.
<a href="#">PE.6.C.2.Su.e:</a>	Recognize the training principles of overload, progression and specificity.
<a href="#">PE.6.C.2.Pa.e:</a>	Recognize a training principle, such as overload, progression or specificity.

[PE.6.C.2.6:](#)

Classify activities as aerobic or anaerobic.

**Related Access Points**

Name	Description
<a href="#">PE.6.C.2.In.f:</a>	Identify aerobic and anaerobic activities, such as running and weight lifting.
<a href="#">PE.6.C.2.Su.f:</a>	Recognize aerobic and anaerobic activities, such as running and weight lifting.
<a href="#">PE.6.C.2.Pa.f:</a>	Recognize an aerobic activity, such as running.

[PE.6.C.2.7:](#)

Determine personal target heart-rate zone and explain how to adjust intensity level to stay within the desired range.

**Related Access Points**

Name	Description
<a href="#">PE.6.C.2.In.g:</a>	Identify personal target heart-rate zone and describe how to adjust intensity level to stay within the desired range.
<a href="#">PE.6.C.2.Su.g:</a>	Recognize personal target heart-rate zone and identify how to adjust intensity level to stay within the desired range.
<a href="#">PE.6.C.2.Pa.g:</a>	Recognize personal heart rate.

[PE.6.C.2.8:](#)

List methods of monitoring intensity level during aerobic activity.

**Remarks/Examples:**

Some examples of monitoring intensity levels are a talk test, rate of perceived exertion and taking one's heart rate/pulse.

**Related Access Points**

Name	Description
<a href="#">PE.6.C.2.In.h:</a>	Identify methods of monitoring intensity level during aerobic activity, such as talk test, rate of perceived exertion and heart rate/pulse.
<a href="#">PE.6.C.2.Su.h:</a>	Recognize methods of monitoring intensity level during aerobic activity, such as talk test, rate of perceived exertion and heart rate/pulse.
<a href="#">PE.6.C.2.Pa.h:</a>	Recognize a method of monitoring aerobic activity, such as talk test or heart rate/pulse.

[PE.6.C.2.9:](#)

Explain the effects of physical activity on heart rate during exercise, recovery phase and while the body is at rest.

**Related Access Points**

Name	Description
<a href="#">PE.6.C.2.In.i:</a>	Identify the effects of physical activity on heart rate during exercise, recovery phase and while the body is at rest.
<a href="#">PE.6.C.2.Su.i:</a>	Recognize the effects of physical activity on heart rate during exercise, recovery phase and while the body is at rest.
<a href="#">PE.6.C.2.Pa.i:</a>	Recognize the relationship between physical activity and heart rate.

[PE.6.C.2.10:](#)

Recognize the difference between fact and fallacy as it relates to consumer physical fitness products and programs.

**Remarks/Examples:**

Some examples of these are weight-loss pills, food labels and exercise equipment.

### Related Access Points

Name	Description
PE.6.C.2.In.j:	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.6.C.2.Su.j:	Recognize information as true or false as it relates to consumer physical fitness products and programs, such as weight-loss pills, food labels and exercise equipment.
PE.6.C.2.Pa.j:	Recognize information related to a consumer physical fitness product, such as weight-loss pills, food labels or exercise equipment.

[PE.6.C.2.11:](#)

Prepare a log noting the food intake, calories consumed and energy expended through physical activity and describe results.

### Related Access Points

Name	Description
PE.6.C.2.In.k:	Prepare a log noting the food intake, calories consumed and physical activities.
PE.6.C.2.Su.k:	Prepare a log noting the food intake and physical activities.
PE.6.C.2.Pa.k:	Recognize food intake and physical activities.

List the components of skill-related fitness.

[PE.6.C.2.12:](#)

### Remarks/Examples:

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

### Related Access Points

Name	Description
PE.6.C.2.In.l:	Identify components of skill-related fitness (speed, coordination, balance, power and agility).
PE.6.C.2.Su.l:	Recognize components of skill-related fitness (speed, coordination, balance, power and agility).
PE.6.C.2.Pa.l:	Recognize a component of skill-related fitness (speed, coordination, balance, power or agility).

[PE.6.C.2.13:](#)

List appropriate warm-up and cool-down techniques and the reasons for using them.

### Related Access Points

Name	Description
PE.6.C.2.In.m:	Identify appropriate warm-up and cool-down techniques and the reasons for using them.
PE.6.C.2.Su.m:	Recognize appropriate warm-up and cool-down techniques and the reasons for using them.
PE.6.C.2.Pa.m:	Recognize an appropriate warm-up and cool-down technique and the reason for using it.

[PE.6.C.2.14:](#)

List terminology and etiquette in educational gymnastics or dance.

### Related Access Points

Name	Description
PE.6.C.2.In.n:	Identify terminology and etiquette in educational gymnastics or dance.
PE.6.C.2.Su.n:	Recognize basic terminology and etiquette in educational gymnastics or dance.
PE.6.C.2.Pa.n:	Recognize basic etiquette in educational gymnastics or dance.

[PE.6.C.2.15:](#)

Choreograph basic dance or gymnastic sequences alone, with a partner or in a small group.

### Related Access Points

Name	Description
PE.6.C.2.In.o:	Identify basic dance or gymnastic sequences.
PE.6.C.2.Su.o:	Recognize basic dance or gymnastic sequences.
PE.6.C.2.Pa.o:	Recognize a basic dance or gymnastic sequence.

[PE.6.C.2.16:](#)

Evaluate the movement performance of others.

### Related Access Points

Name	Description
PE.6.C.2.In.p:	Assess basic movement patterns in performances of others.
PE.6.C.2.Su.p:	Identify basic movement patterns in performances of others.
PE.6.C.2.Pa.p:	Recognize and correct an error in selected personal movement patterns.

[PE.6.C.2.17:](#)

Describe the mechanical principles of balance, force and leverage and how they relate to the performance of skills in gymnastics or dance.

### Related Access Points

Name	Description
PE.6.C.2.In.q:	Identify the mechanical principles used in the performance of skills in gymnastics or dance.
PE.6.C.2.Su.q:	Recognize the mechanical principles used in the performance of skills in gymnastics or dance.
PE.6.C.2.Pa.q:	Recognize a mechanical principle used in movement.

[PE.6.C.2.18:](#)

List and describe the risks and safety procedures in gymnastics and dance.

### Related Access Points

Name	Description
PE.6.C.2.In.r:	Identify the risks and safety procedures in gymnastics and dance.
PE.6.C.2.Su.r:	Recognize the risks and safety procedures in gymnastics and dance.
PE.6.C.2.Pa.r:	Recognize a safety procedure in gymnastics and dance.

[PE.6.C.2.19:](#)

Recognize the relationship between music and dance or gymnastics skills.

### Related Access Points

Name	Description
PE.6.C.2.In.s:	Identify music appropriate for dance or gymnastics movements.
PE.6.C.2.Su.s:	Recognize music appropriate for dance or gymnastics movements.
PE.6.C.2.Pa.s:	Associate music with dance or gymnastics movements.

[PE.6.C.2.20:](#)

Know how improvisation is used to create movements for choreography.

### Related Access Points

Name	Description
PE.6.C.2.In.t:	Identify that improvisation is used to create movements for dance.
PE.6.C.2.Su.t:	Recognize that improvisation is used to create movements for dance.
PE.6.C.2.Pa.t:	Recognize that movements can be created.

[PE.6.C.2.21:](#)

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

### Related Access Points

Name	Description
PE.6.C.2.In.u:	Recognize the precautions to be taken when exercising in extreme weather and/or environmental conditions.
PE.6.C.2.Su.u:	Recognize a precaution to be taken when exercising in a variety of weather conditions or environmental conditions.
PE.6.C.2.Pa.u:	Recognize precautions to be taken when exercising.

List the three different types of heat illnesses associated with fluid loss.

[PE.6.C.2.22:](#)

**Remarks/Examples:**  
The three types of heat illnesses are heat cramps, heat exhaustion and heat stroke.

### Related Access Points

Name	Description
PE.6.C.2.In.v:	Identify at least two symptoms of heat illnesses caused by excessive fluid loss.
PE.6.C.2.Su.v:	Identify that heat illness results from excessive fluid loss.
PE.6.C.2.Pa.v:	Recognize that heat illness results from excessive fluid loss.

[PE.6.L.3.1:](#)

Participate in moderate physical activity on a daily basis.

### Related Access Points

Name	Description
PE.6.L.3.In.a:	Participate in a selected moderate physical activity on a daily basis.
PE.6.L.3.Su.a:	Participate in moderate modified physical activity on a daily basis.
PE.6.L.3.Pa.a:	Participate in modified physical activity on a daily basis.

[PE.6.L.3.2:](#)

Participate in vigorous physical activity on a daily basis.

### Related Access Points

Name	Description
PE.6.L.3.In.b:	Participate in a healthy level of physical activity on a daily basis.
PE.6.L.3.Su.b:	Participate in a healthy level of modified physical activity on a daily basis.
PE.6.L.3.Pa.b:	Participate in healthy level of guided physical activity on a daily basis.

Participate in a variety of fitness, wellness, gymnastics and dance activities that promote the components of health-related fitness.

[PE.6.L.3.3:](#)

**Remarks/Examples:**  
The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.

### Related Access Points

Name	Description
PE.6.L.3.In.c:	Participate in a variety of basic fitness, wellness, gymnastics or dance activities that promote cardiorespiratory endurance, physical conditioning, flexibility and body composition.
PE.6.L.3.Su.c:	Participate in a variety of selected, basic fitness, wellness, gymnastics or dance activities that promote cardiorespiratory endurance, physical conditioning, flexibility and body composition.

<b>PE.6.L.3.Pa.c:</b>	Participate in a variety of selected, modified fitness, wellness, gymnastics or dance activities that promote cardiorespiratory endurance, physical conditioning, flexibility and body composition.
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**PE.6.L.3.4:** Identify the in-school opportunities for physical activity that promote fitness, wellness, gymnastics and dance.

#### Related Access Points

Name	Description
<b>PE.6.L.3.In.d:</b>	Recognize the in-school opportunities for participation in a variety of physical activities that promote fitness, wellness, gymnastics or dance.
<b>PE.6.L.3.Su.d:</b>	Recognize selected in-school opportunities for participation in a variety of physical activities that promote fitness, wellness, gymnastics or dance.
<b>PE.6.L.3.Pa.d:</b>	Recognize a school opportunity for participation in physical activities that promote fitness, wellness, gymnastics or dance.

**PE.6.L.3.5:** Identify the community opportunities for physical activity that promote fitness, wellness, gymnastics and dance.

#### Related Access Points

Name	Description
<b>PE.6.L.3.In.e:</b>	Recognize selected community opportunities that promote fitness and wellness.
<b>PE.6.L.3.Su.e:</b>	Recognize selected community opportunities that promote fitness and wellness.
<b>PE.6.L.3.Pa.e:</b>	Recognize a selected community opportunity that promotes fitness and wellness.

**PE.6.L.3.6:** Identify a variety of fitness, wellness, gymnastics and dance activities that promote stress management.

#### Related Access Points

Name	Description
<b>PE.6.L.3.In.f:</b>	Recognize a variety of basic fitness, wellness, gymnastics or dance activities that promote good stress management.
<b>PE.6.L.3.Su.f:</b>	Recognize a variety of selected, basic fitness, wellness, gymnastics or dance activities that promote good stress management.
<b>PE.6.L.3.Pa.f:</b>	Recognize a variety of selected, modified fitness, wellness, gymnastics or dance activities that promote management of stress.

**PE.6.L.4.1:** Create, implement and assess a personal fitness program in collaboration with a teacher.

#### Related Access Points

Name	Description
<b>PE.6.L.4.In.a:</b>	Demonstrate achievement and maintenance of a health-enhancing level of personal fitness by implementing and assessing a personal fitness program in collaboration with a teacher.
<b>PE.6.L.4.Su.a:</b>	Demonstrate achievement and maintenance of a health-enhancing level of personal fitness by implementing a personal fitness program in collaboration with a teacher.
<b>PE.6.L.4.Pa.a:</b>	Demonstrate achievement and maintenance of a health-enhancing level of personal fitness by actively participating in a personal fitness program in collaboration with a teacher.

**PE.6.L.4.2:** Develop goals and strategies for a personal physical fitness program.

#### Related Access Points

Name	Description
<b>PE.6.L.4.In.b:</b>	Select goals and identify strategies for a personal physical-activity plan.
<b>PE.6.L.4.Su.b:</b>	Select goals and recognize strategies for a personal physical-activity plan.
<b>PE.6.L.4.Pa.b:</b>	Select a goal for a personal physical-activity plan.

**PE.6.L.4.3:** Use available technology to assess, design and evaluate a personal physical-activity plan.

#### Related Access Points

Name	Description
<b>PE.6.L.4.In.c:</b>	Use a variety of resources, including available technology, to design and assess a personal physical-activity plan.
<b>PE.6.L.4.Su.c:</b>	Use a variety of resources, including available technology, to assess a personal activity plan.
<b>PE.6.L.4.Pa.c:</b>	Use resources, including available technology, to recognize the effect of a personal activity plan.

**PE.6.L.4.4:** Develop a personal fitness program including a variety of physical activities.

#### Related Access Points

Name	Description
<b>PE.6.L.4.In.d:</b>	Identify a variety of physical activities in developing a personal fitness program.
<b>PE.6.L.4.Su.d:</b>	Identify a variety of selected physical activities in developing a personal fitness program.
<b>PE.6.L.4.Pa.d:</b>	Recognize a variety of physical activities in developing a personal fitness program.

**PE.6.L.4.5:** Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.

#### Related Access Points

Name	Description
<b>PE.6.L.4.In.e:</b>	Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.

<b>PE.6.L.4.In.e:</b>	Recognize selected health-related problems associated with low levels of cardiorespiratory endurance and flexibility.
<b>PE.6.L.4.Su.e:</b>	Recognize a health-related problem associated with low levels of physical activity.
<b>PE.6.L.4.Pa.e:</b>	Recognize a consequence of low levels of physical activity.

**PE.6.M.1.1:** Demonstrate movements designed to improve and maintain cardiorespiratory endurance, muscular strength and endurance, flexibility and proper body composition.

#### Related Access Points

Name	Description
<b>PE.6.M.1.In.a:</b>	Use basic movements designed to improve and maintain physical conditioning, cardiorespiratory endurance, flexibility and proper body composition.
<b>PE.6.M.1.Su.a:</b>	Perform basic movements designed to improve and maintain physical conditioning, cardiorespiratory endurance, flexibility and proper body composition.
<b>PE.6.M.1.Pa.a:</b>	Imitate movements designed to improve and maintain physical conditioning, cardiorespiratory endurance, flexibility and proper body composition.

**PE.6.M.1.2:** Perform at least three different activities that achieve target heart rate.

#### Related Access Points

Name	Description
<b>PE.6.M.1.In.b:</b>	Perform at least two different activities that achieve target heart rate.
<b>PE.6.M.1.Su.b:</b>	Imitate at least two different activities that achieve a recommended target heart rate.
<b>PE.6.M.1.Pa.b:</b>	Perform a guided activity that safely increases heart rate.

**PE.6.M.1.3:** Demonstrate the principles of training (overload, specificity and progression) and conditioning (frequency, intensity, time and type) for specific physical activities.

#### Related Access Points

Name	Description
<b>PE.6.M.1.In.c:</b>	Demonstrate the principles of training (overload, specificity and progression) and conditioning (frequency, intensity, time and type) for selected physical activities.
<b>PE.6.M.1.Su.c:</b>	Demonstrate selected principles of training (overload, specificity and progression) and conditioning (frequency, intensity, time and type) for selected physical activities.
<b>PE.6.M.1.Pa.c:</b>	Demonstrate selected principles of training (overload, specificity and progression) and conditioning (frequency, intensity, time and type) for selected modified physical activities.

**PE.6.M.1.4:** Perform at least three activities having value for cardiorespiratory fitness.

#### Related Access Points

Name	Description
<b>PE.6.M.1.In.d:</b>	Perform at least two activities having value for cardiorespiratory fitness.
<b>PE.6.M.1.Su.d:</b>	Imitate at least two activities having value for cardiorespiratory fitness.
<b>PE.6.M.1.Pa.d:</b>	Perform a guided activity having value for cardiorespiratory fitness.

**PE.6.M.1.5:** Perform movements using a variety of equipment which lead to improved or maintained muscular strength and endurance.

#### Related Access Points

Name	Description
<b>PE.6.M.1.In.e:</b>	Perform basic movements with a variety of equipment that lead to an improved or maintained physical condition.
<b>PE.6.M.1.Su.e:</b>	Perform a basic movement using a variety of equipment that leads to an improved or maintained physical condition.
<b>PE.6.M.1.Pa.e:</b>	Perform guided movements using equipment that lead to an improved or maintained physical condition.

**PE.6.M.1.6:** Design and perform smooth, flowing sequences of stunts, tumbling and rhythmic patterns that combine traveling, rolling, balancing and transfer of weight.

#### Related Access Points

Name	Description
<b>PE.6.M.1.In.f:</b>	Perform smooth, flowing sequences of stunts, tumbling and rhythmic patterns that combine traveling, rolling, balancing and transferring weight.
<b>PE.6.M.1.Su.f:</b>	Perform a sequence of tumbling and rhythmic patterns that combine traveling, rolling, balancing and transferring weight.
<b>PE.6.M.1.Pa.f:</b>	Perform a guided sequence of rhythmic patterns involving traveling, rolling, balancing or transferring weight.

Design and perform a routine to rhythm, with a partner or a group, while incorporating gymnastic actions and various forms of locomotion on small and/or large apparatus.

#### Remarks/Examples:

Some examples of gymnastics actions are rolling, balancing and step like actions. Some examples of apparatus are wedge mats, cylinders and balance beams.

#### Related Access Points

Name	Description
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<a href="#">PE.6.M.1.In.g:</a>	Perform a routine to a rhythm with a partner or a group incorporating more than one gymnastic action and various forms of locomotion.
<a href="#">PE.6.M.1.Su.g:</a>	Perform a routine to a rhythm with a partner or a group incorporating one gymnastic action and various forms of locomotion.
<a href="#">PE.6.M.1.Pa.g:</a>	Perform a guided routine to a rhythm with a partner or group incorporating balances, rolling actions and locomotion.

Perform complex dance sequences from a variety of dances accurately and with correct technique.

#### PE.6.M.1.8:

##### Remarks/Examples:

Some examples of dances are folk, square, step and line.

##### Related Access Points

Name	Description
<a href="#">PE.6.M.1.In.h:</a>	Perform basic dance sequences accurately from a variety of dances.
<a href="#">PE.6.M.1.Su.h:</a>	Perform basic dance sequences from a variety of dances.
<a href="#">PE.6.M.1.Pa.h:</a>	Perform guided movements associated with a variety of dance sequences.

#### PE.6.M.1.9:

Create and perform a rhythmic movement sequence while working with a partner or group.

##### Related Access Points

Name	Description
<a href="#">PE.6.M.1.In.i:</a>	Perform a rhythmic movement sequence while working with a partner or group.
<a href="#">PE.6.M.1.Su.i:</a>	Imitate a rhythmic movement sequence while working with a partner or group.
<a href="#">PE.6.M.1.Pa.i:</a>	Perform a guided rhythmic movement sequence while working with a partner or group.

#### PE.6.M.1.10:

Design and perform different group dance and rhythm sequences that incorporate equipment.

##### Related Access Points

Name	Description
<a href="#">PE.6.M.1.In.j:</a>	Perform different group dance and rhythm sequences that incorporate equipment.
<a href="#">PE.6.M.1.Su.j:</a>	Imitate different group dance and rhythm sequences that incorporate equipment.
<a href="#">PE.6.M.1.Pa.j:</a>	Perform a guided group dance and rhythm sequence that incorporates equipment.

#### PE.6.M.1.11:

Apply proper warm-up and cool-down techniques.

##### Related Access Points

Name	Description
<a href="#">PE.6.M.1.In.k:</a>	Demonstrate proper warm-up and cool-down techniques.
<a href="#">PE.6.M.1.Su.k:</a>	Use selected warm-up and cool-down techniques.
<a href="#">PE.6.M.1.Pa.k:</a>	Perform guided warm-up and cool-down techniques.

Use proper safety practices.

#### PE.6.M.1.12:

##### Remarks/Examples:

Some examples of safety practices are the use of sun screen, hydration, selection of clothing and correct biomechanics.

##### Related Access Points

Name	Description
<a href="#">PE.6.M.1.In.l:</a>	Use proper selected safety practices, such as use of sunscreen, hydration and selection of clothing.
<a href="#">PE.6.M.1.Su.l:</a>	Perform proper selected safety practices, such as use of sunscreen, hydration and selection of clothing.
<a href="#">PE.6.M.1.Pa.l:</a>	Perform guided selected safety practices, such as use of sunscreen, hydration and selection of clothing.

Use technology to assess, enhance and maintain motor skill performance.

#### PE.6.M.1.13:

##### Remarks/Examples:

Some examples of technology are Excel spreadsheets or web-based programs to chart or log activities, heart rate monitors, videotapes or digital cameras.

##### Related Access Points

Name	Description
<a href="#">PE.6.M.1.In.m:</a>	Use technology to develop, enhance and maintain motor skill performance.
<a href="#">PE.6.M.1.Su.m:</a>	Use technology to develop and maintain motor skill performance.
<a href="#">PE.6.M.1.Pa.m:</a>	Use technology to develop motor skill performance.

#### PE.6.R.5.1:

List ways that peer pressure can be positive and negative.

##### Related Access Points

Name	Description
<a href="#">PE.6.R.5.In.a:</a>	Recognize that peer pressure can have different effects.
<a href="#">PE.6.R.5.Su.a:</a>	Recognize examples of positive and negative relationships with peers.
<a href="#">PE.6.R.5.Pa.a:</a>	Recognize an example of a positive relationship with peers.

[PE.6.R.5.2:](#)

Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings.

#### Related Access Points

Name	Description
<a href="#">PE.6.R.5.In.b:</a>	Show acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings.
<a href="#">PE.6.R.5.Su.b:</a>	Show acceptance and respect for persons of diverse backgrounds and abilities in selected physical-activity settings.
<a href="#">PE.6.R.5.Pa.b:</a>	Participate cooperatively with persons of diverse backgrounds and abilities in selected physical-activity settings.

Demonstrate responsible behaviors during physical activities.

[PE.6.R.5.3:](#)

#### Remarks/Examples:

Some examples of responsible behaviors are controlling emotions, resolving conflicts, respecting opponents and officials and accepting both victory and defeat.

#### Related Access Points

Name	Description
<a href="#">PE.6.R.5.In.c:</a>	Use responsible behaviors during physical activities, such as controlling emotions, respecting opponents and officials and accepting both victory and defeat.
<a href="#">PE.6.R.5.Su.c:</a>	Use responsible behaviors during physical activities, such as controlling emotions and respecting opponents and officials.
<a href="#">PE.6.R.5.Pa.c:</a>	Use responsible behaviors during physical activities, such as controlling emotions.

[PE.6.R.5.4:](#)

Describe the personal, social and ethical behaviors that apply to specific physical activities.

#### Related Access Points

Name	Description
<a href="#">PE.6.R.5.In.d:</a>	Recognize appropriate personal and social behaviors that apply to specific physical activities.
<a href="#">PE.6.R.5.Su.d:</a>	Recognize appropriate personal behaviors that apply to specific physical activities.
<a href="#">PE.6.R.5.Pa.d:</a>	Recognize appropriate behaviors that apply to selected physical activities.

[PE.6.R.5.5:](#)

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

#### Related Access Points

Name	Description
<a href="#">PE.6.R.5.In.e:</a>	Use appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
<a href="#">PE.6.R.5.Su.e:</a>	Use appropriate etiquette, respect for facilities and safe behaviors while participating in a variety of physical activities.
<a href="#">PE.6.R.5.Pa.e:</a>	Use safe behaviors while participating in a variety of physical activities.

[PE.6.R.6.1:](#)

Identify an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.

#### Related Access Points

Name	Description
<a href="#">PE.6.R.6.In.a:</a>	Recognize an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
<a href="#">PE.6.R.6.Su.a:</a>	Recognize an opportunity for participation in a physical activity that occurs outside of the school setting that contributes to personal enjoyment.
<a href="#">PE.6.R.6.Pa.a:</a>	Associate a physical activity that occurs outside of the school setting with personal enjoyment.

Identify the potential benefits of participation in a variety of physical activities.

[PE.6.R.6.2:](#)

#### Remarks/Examples:

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

#### Related Access Points

Name	Description
<a href="#">PE.6.R.6.In.b:</a>	Recognize selected potential benefits of participation in a variety of physical activities, such as physical, mental, emotional and social benefits.
<a href="#">PE.6.R.6.Su.b:</a>	Recognize a selected potential benefit of participation in a variety of physical activities, such as a physical, mental, emotional or social benefit.
<a href="#">PE.6.R.6.Pa.b:</a>	Recognize that participation in a variety of physical activities has benefits.

[PE.6.R.6.3:](#)

Participate in games, sports and/or physical activities from other cultures.

#### Related Access Points

Name	Description
<a href="#">PE.6.R.6.In.c:</a>	Identify games, sports or physical activities from other cultures.
<a href="#">PE.6.R.6.Su.c:</a>	Recognize games, sports or physical activities from other cultures.
<a href="#">PE.6.R.6.Pa.c:</a>	Recognize a game, sport or physical activity from another culture.

Identify the basic rules for team sports.

PE.7.C.2.1:

**Remarks/Examples:**

Some examples are setting up to start, violating rules and keeping accurate score.

**Related Access Points**

Name	Description
PE.7.C.2.In.a:	Recognize basic rules for team sports, such as setting up to start, consequences for violating rules and keeping accurate score.
PE.7.C.2.Su.a:	Recognize basic rules for selected team sports, such as setting up to start, consequences for violating rules and keeping accurate score.
PE.7.C.2.Pa.a:	Recognize a basic rule for selected team sports.

Identify the basic rules for outdoor pursuits/aquatics.

PE.7.C.2.2:

**Remarks/Examples:**

Some examples are setting up to start, violating rules and keeping accurate score.

**Related Access Points**

Name	Description
PE.7.C.2.In.b:	Recognize basic rules for outdoor pursuits/aquatics.
PE.7.C.2.Su.b:	Recognize basic rules for selected outdoor pursuits/aquatics.
PE.7.C.2.Pa.b:	Recognize a selected rule for outdoor pursuit/aquatics.

PE.7.C.2.3:

Explain basic offensive and defensive strategies in modified games or activities and team sports.

**Related Access Points**

Name	Description
PE.7.C.2.In.c:	Describe basic offensive and defensive strategies in modified games and activities and team sports.
PE.7.C.2.Su.c:	Identify basic offensive and defensive strategies in modified games and activities and team sports.
PE.7.C.2.Pa.c:	Recognize basic offensive and defensive tactics in modified games and activities and team sports.

PE.7.C.2.4:

Explain basic offensive and defensive strategies in modified games or activities and outdoor pursuits/aquatics.

**Related Access Points**

Name	Description
PE.7.C.2.In.d:	Identify basic offensive and defensive strategies in modified games or activities and outdoor pursuits/aquatics.
PE.7.C.2.Su.d:	Recognize basic offensive and defensive strategies in modified games, activities or outdoor pursuits/aquatics.
PE.7.C.2.Pa.d:	Recognize a basic offensive and defensive strategy in a modified game, activity or outdoor pursuits/aquatics.

PE.7.C.2.5:

Identify and explain different types of safety equipment and practices relating to water activities.

**Related Access Points**

Name	Description
PE.7.C.2.In.e:	Identify different types of safety equipment and practice relating to water activities.
PE.7.C.2.Su.e:	Recognize different types of safety equipment relating to water activities.
PE.7.C.2.Pa.e:	Recognize a type of safety equipment relating to water activities.

PE.7.C.2.6:

Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors.

**Related Access Points**

Name	Description
PE.7.C.2.In.f:	Use feedback on skill patterns of self and partner to detect and correct mechanical errors.
PE.7.C.2.Su.f:	Use feedback on skill patterns of self or partner to correct mechanical errors.
PE.7.C.2.Pa.f:	Use feedback to correct mechanical errors.

PE.7.C.2.7:

Identify the critical elements for successful performance of a variety of sport skills.

**Related Access Points**

Name	Description
PE.7.C.2.In.g:	Recognize the critical elements for successful performance of a variety of sport skills.
PE.7.C.2.Su.g:	Recognize selected critical elements for successful performance of a variety of sport skills.
PE.7.C.2.Pa.g:	Associate selected critical elements with successful performance of a sport skill.

PE.7.C.2.8:

List specific safety procedures and equipment necessary for a variety of sport skills and physical activities.

**Related Access Points**

Name	Description
PE.7.C.2.In.h:	Identify specific safety procedures and equipment necessary for a variety of sports and physical activities.
PE.7.C.2.Su.h:	Recognize specific safety procedures and equipment necessary for a variety of sports and physical activities.
PE.7.C.2.Pa.h:	Recognize a specific safety procedure and equipment necessary for a sport or physical activity.

Describe how movement skills learned in one physical activity can be transferred and used in other physical activities.

**PE.7.C.2.9:**

**Remarks/Examples:**

An example is slow-pitch softball and volleyball underhand serve.

**Related Access Points**

Name	Description
PE.7.C.2.In.i:	Identify movement skills used in different physical activities, such as slow-pitch softball and volleyball underhand serve.
PE.7.C.2.Su.i:	Recognize movement skills used in different physical activities, such as slow-pitch softball and volleyball underhand serve.
PE.7.C.2.Pa.i:	Recognize a movement skill used in physical activities, such as slow-pitch softball or volleyball underhand serve.

**PE.7.L.3.1:**

Participate in moderate physical activity on a daily basis.

**Related Access Points**

Name	Description
PE.7.L.3.In.a:	Participate in a selected moderate physical activity on a daily basis.
PE.7.L.3.Su.a:	Participate in moderate modified physical activity on a daily basis.
PE.7.L.3.Pa.a:	Participate in modified physical activity on a daily basis.

**PE.7.L.3.2:**

Participate in vigorous physical activity on a daily basis.

**Related Access Points**

Name	Description
PE.7.L.3.In.b:	Participate in a healthy level of physical activity on a daily basis.
PE.7.L.3.Su.b:	Participate in a healthy level of modified physical activity on a daily basis.
PE.7.L.3.Pa.b:	Participate in healthy level of guided physical activity on a daily basis.

**PE.7.L.3.3:**

Participate in a variety of team sports, outdoor pursuits and aquatics activities that promote health-related physical fitness.

**Remarks/Examples:**

The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.

**Related Access Points**

Name	Description
PE.7.L.3.In.c:	Participate in a variety of basic team sports, outdoor pursuits or aquatics activities that promote cardiorespiratory endurance, physical conditioning, flexibility and body composition.
PE.7.L.3.Su.c:	Participate in a variety of selected basic team sports, outdoor pursuits or aquatics activities that promote cardiorespiratory endurance, physical conditioning, flexibility and body composition.
PE.7.L.3.Pa.c:	Participate in a variety of selected, modified team sports, outdoor pursuits or aquatics activities that promote cardiorespiratory endurance, physical conditioning, flexibility and body composition.

**PE.7.L.3.4:**

Identify the in-school opportunities for participation in team sports, outdoor pursuits and aquatics activities.

**Related Access Points**

Name	Description
PE.7.L.3.In.d:	Recognize the in-school opportunities for participation in team sports, outdoor pursuits and aquatics.
PE.7.L.3.Su.d:	Recognize selected in-school opportunities for participation in team sports, outdoor pursuits and aquatics.
PE.7.L.3.Pa.d:	Recognize a school opportunity for participation in team sports, outdoor pursuits or aquatics.

**PE.7.L.3.5:**

Identify the community opportunities that promote team sports, outdoor pursuits and aquatics activities.

**Related Access Points**

Name	Description
PE.7.L.3.In.e:	Recognize selected community opportunities that promote fitness and wellness.
PE.7.L.3.Su.e:	Recognize selected community opportunities that promote fitness and wellness.
PE.7.L.3.Pa.e:	Recognize a selected community opportunity that promotes fitness and wellness.

**PE.7.L.3.6:**

Identify a variety of team sports, outdoor pursuits and aquatics activities that promote stress management.

**Related Access Points**

Name	Description
PE.7.L.3.In.f:	Recognize a variety of basic team sports, outdoor pursuits and aquatics activities that promote effective stress management.
PE.7.L.3.Su.f:	Recognize a variety of selected basic team sports, outdoor pursuits and aquatics activities that promote effective stress management.
PE.7.L.3.Pa.f:	Recognize a variety of modified team sports, outdoor pursuits and aquatics activities that promote effective stress management.

**PE.7.L.4.1:**

Create, implement and assess a personal fitness program in collaboration with a teacher.

**Related Access Points**

Name	Description
<a href="#">PE.7.L.4.In.a:</a>	Create and implement a personal fitness program in collaboration with a teacher.
<a href="#">PE.7.L.4.Su.a:</a>	Create a personal fitness program in collaboration with a teacher.
<a href="#">PE.7.L.4.Pa.a:</a>	Actively participate in a personal fitness program in collaboration with a teacher.

[PE.7.L.4.2:](#)

Develop goals and strategies for a personal physical fitness program.

**Related Access Points**

Name	Description
<a href="#">PE.7.L.4.In.b:</a>	Select goals and identify strategies for a personal physical-activity plan.
<a href="#">PE.7.L.4.Su.b:</a>	Select goals and recognize strategies for a personal physical-activity plan.
<a href="#">PE.7.L.4.Pa.b:</a>	Select a goal for a personal physical-activity plan.

[PE.7.L.4.3:](#)

Use available technology to assess, design and evaluate a personal physical-activity plan.

**Related Access Points**

Name	Description
<a href="#">PE.7.L.4.In.c:</a>	Use a variety of resources, including available technology, to design and assess a personal physical-activity plan.
<a href="#">PE.7.L.4.Su.c:</a>	Use a variety of resources, including available technology, to assess a personal activity plan.
<a href="#">PE.7.L.4.Pa.c:</a>	Use resources, including available technology, to recognize the effect of a personal activity plan.

[PE.7.L.4.4:](#)

Develop a personal fitness program including a variety of physical activities.

**Related Access Points**

Name	Description
<a href="#">PE.7.L.4.In.d:</a>	Identify a variety of physical activities when developing a personal fitness program.
<a href="#">PE.7.L.4.Su.d:</a>	Identify a variety of selected physical activities when developing a personal fitness program.
<a href="#">PE.7.L.4.Pa.d:</a>	Recognize a variety of physical activities when developing a personal fitness program.

[PE.7.L.4.5:](#)

Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.

**Related Access Points**

Name	Description
<a href="#">PE.7.L.4.In.e:</a>	Recognize selected health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.
<a href="#">PE.7.L.4.Su.e:</a>	Recognize selected health-related problems associated with low levels of cardiorespiratory endurance and flexibility.
<a href="#">PE.7.L.4.Pa.e:</a>	Recognize consequences of low levels of physical activity.

Participate in modified versions of team sports demonstrating mature patterns while using a variety of manipulative skills.

[PE.7.M.1.1:](#)

**Remarks/Examples:**  
Some examples of manipulative skills are throwing, catching, kicking, punting, trapping, dribbling, volleying and striking.

**Related Access Points**

Name	Description
<a href="#">PE.7.M.1.In.a:</a>	Participate in a modified version of team sports demonstrating a combination of manipulative skills, such as throwing, catching, kicking, punting, trapping, dribbling, volleying and striking.
<a href="#">PE.7.M.1.Su.a:</a>	Participate in a modified version of team sports using basic manipulative skills, such as throwing, catching, kicking, punting, trapping, dribbling, volleying and striking.
<a href="#">PE.7.M.1.Pa.a:</a>	Participate in a modified version of team sports using guided manipulative skills.

[PE.7.M.1.2:](#)

Use basic offensive and defensive strategies while playing modified versions of a variety of sports and activities.

**Remarks/Examples:**  
An example of a modified version of a sport or activity is a small sided game.

**Related Access Points**

Name	Description
<a href="#">PE.7.M.1.In.b:</a>	Use basic offensive and defensive strategies while playing a modified version of a variety of selected sports and activities.
<a href="#">PE.7.M.1.Su.b:</a>	Use basic offensive and defensive strategies while playing a modified version of a sport and activity.
<a href="#">PE.7.M.1.Pa.b:</a>	Use guided offensive and defensive movements while playing a modified version of a sport or activity.

[PE.7.M.1.3:](#)

Demonstrate appropriate relationships between the body and an opponent in dynamic game situations.

**Remarks/Examples:**  
Some examples are staying between opponent and goal and moving between opponent and the ball.

**Related Access Points**

Name	Description
<a href="#">PE.7.M.1.In.c:</a>	Use appropriate relationships between the body and an opponent in dynamic game situations.

<b>PE.7.M.1.In.c:</b>	Demonstrate appropriate relationships between the body and an opponent in simulated parts of game situations, such as staying between opponent and goal and moving between opponent and the ball.
<b>PE.7.M.1.Su.c:</b>	Use appropriate relationships between the body and an opponent in simulated game situations, such as staying between opponent and goal and moving between opponent and the ball.
<b>PE.7.M.1.Pa.c:</b>	Imitate appropriate relationships between the body and an opponent in guided and simulated game situations, such as staying between opponent and goal and moving between opponent and the ball.

PE.7.M.1.4: Demonstrate introductory outdoor pursuits skills.

**Remarks/Examples:**

Some examples of outdoor pursuits are archery, backpacking, orienteering, hiking, canoeing, fishing and ropes courses.

**Related Access Points**

Name	Description
<b>PE.7.M.1.In.d:</b>	Perform introductory skills in outdoor pursuits, such as archery, backpacking, orienteering, hiking, canoeing, fishing or ropes courses.
<b>PE.7.M.1.Su.d:</b>	Imitate introductory skills in outdoor pursuits, such as archery, backpacking, orienteering, hiking, canoeing, fishing or ropes courses.
<b>PE.7.M.1.Pa.d:</b>	Perform guided introductory skills in modified outdoor pursuits, such as archery, backpacking, orienteering, hiking, canoeing, fishing or ropes courses.

PE.7.M.1.5: Perform aquatics activities to improve or maintain health-related fitness.

**Remarks/Examples:**

Some examples of aquatic activities are water aerobics, water polo and survival swimming.

**Related Access Points**

Name	Description
<b>PE.7.M.1.In.e:</b>	Participate in aquatics activities to improve or maintain health-related fitness, such as water aerobics, water polo or survival swimming.
<b>PE.7.M.1.Su.e:</b>	Participate in modified aquatics activities to improve or maintain health-related fitness.
<b>PE.7.M.1.Pa.e:</b>	Participate in guided modified aquatics activities to improve or maintain health-related fitness.

PE.7.M.1.6: Demonstrate the critical elements in specialized skills related to a variety of team sports or outdoor pursuits activities.

**Remarks/Examples:**

Some examples are overhand throw for distance/force, forearm passing in volleyball, steering a canoe, batting and the correct stance in archery.

**Related Access Points**

Name	Description
<b>PE.7.M.1.In.f:</b>	Perform selected critical elements in specialized skills related to sports or outdoor pursuit activities, such as overhand throw for distance/force, bumping a volleyball, steering a canoe, batting or correct stance in archery.
<b>PE.7.M.1.Su.f:</b>	Perform guided critical elements in specialized skills related to sports or outdoor pursuit activities.
<b>PE.7.M.1.Pa.f:</b>	Perform guided skills related to modified sports or outdoor pursuit activities.

PE.7.M.1.7: Utilize proper equipment and implement appropriate safety procedures for participation in a variety of sports or activities.

**Related Access Points**

Name	Description
<b>PE.7.M.1.In.g:</b>	Use selected equipment and appropriate safety procedures for participation in a variety of sports or activities.
<b>PE.7.M.1.Su.g:</b>	Use selected equipment and appropriate safety procedures for participation in a variety of modified sports or activities.
<b>PE.7.M.1.Pa.g:</b>	Use selected equipment and appropriate safety procedures for participation in a variety of guided sports or activities.

PE.7.M.1.8: Apply technology to evaluate, monitor and improve individual skill performance.

**Remarks/Examples:**

Some examples of technology are Excel spreadsheets or web based programs to chart or log activities, heart rate monitors, videotapes and digital cameras.

**Related Access Points**

Name	Description
<b>PE.7.M.1.In.h:</b>	Apply technology to develop, monitor and improve individual basic skill performance, such as videotaping.
<b>PE.7.M.1.Su.h:</b>	Apply technology to monitor and improve individual basic skill performance, such as videotaping.
<b>PE.7.M.1.Pa.h:</b>	Apply technology to improve individual skill performance, such as videotaping.

PE.7.M.1.9: Demonstrate principles of biomechanics necessary for safe and successful performance.

**Related Access Points**

Name	Description
<b>PE.7.M.1.In.i:</b>	Demonstrate more than one principle of biomechanics necessary for safe and successful performance in a variety of activities.
<b>PE.7.M.1.Su.i:</b>	Demonstrate one principle of biomechanics necessary for safe and successful performance in an activity.
<b>PE.7.M.1.Pa.i:</b>	Perform safe and successful movements in activities.

PE.7.R.5.1: Identify situations in which peer pressure could negatively impact one's own behavior choices.

### Related Access Points

Name	Description
PE.7.R.5.In.a:	Recognize situations in which peer pressure could negatively impact one's own behavior choices.
PE.7.R.5.Su.a:	Recognize a situation in which peer pressure could negatively impact one's own behavior choices.
PE.7.R.5.Pa.a:	Associate a situation in which peer pressure could negatively impact behavior with one's own choices.

PE.7.R.5.2:

Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings.

### Related Access Points

Name	Description
PE.7.R.5.In.b:	Show acceptance and respect for persons of diverse backgrounds and abilities in physical-activity settings.
PE.7.R.5.Su.b:	Show acceptance and respect for persons of diverse backgrounds and abilities in selected physical-activity settings.
PE.7.R.5.Pa.b:	Participate cooperatively with persons of diverse backgrounds and abilities in selected physical-activity settings.

Demonstrate responsible behaviors during physical activities.

#### Remarks/Examples:

Some examples of responsible behaviors are controlling emotions, resolving conflicts, respecting opponents and officials and accepting both victory and defeat.

### Related Access Points

Name	Description
PE.7.R.5.In.c:	Use responsible behaviors during physical activities, such as controlling emotions, respecting opponents and officials and accepting both victory and defeat.
PE.7.R.5.Su.c:	Use responsible behaviors during physical activities, such as controlling emotions and respecting opponents and officials.
PE.7.R.5.Pa.c:	Use responsible behaviors during physical activities, such as controlling emotions.

PE.7.R.5.4:

List examples of appropriate personal, social and ethical behaviors that apply to specific physical activities.

### Related Access Points

Name	Description
PE.7.R.5.In.d:	Recognize appropriate personal, social and ethical behaviors that apply to specific physical activities.
PE.7.R.5.Su.d:	Recognize appropriate personal and ethical behaviors that apply to specific physical activities.
PE.7.R.5.Pa.d:	Recognize appropriate personal behavior that applies to selected physical activities.

PE.7.R.5.5:

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

### Related Access Points

Name	Description
PE.7.R.5.In.e:	Use appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.7.R.5.Su.e:	Use appropriate etiquette, respect for facilities and safe behaviors while participating in a variety of physical activities.
PE.7.R.5.Pa.e:	Use safe behaviors while participating in a variety of physical activities.

PE.7.R.6.1:

Identify an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.

### Related Access Points

Name	Description
PE.7.R.6.In.a:	Recognize an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
PE.7.R.6.Su.a:	Recognize an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment.
PE.7.R.6.Pa.a:	Recognize an opportunity for participation in a physical activity that occurs outside of the school setting.

PE.7.R.6.2:

Discuss the potential benefits of participation in a variety of physical activities.

#### Remarks/Examples:

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

### Related Access Points

Name	Description
PE.7.R.6.In.b:	Identify selected potential benefits of participation in a variety of physical activities, such as physical, mental, emotional and social benefits.
PE.7.R.6.Su.b:	Recognize selected potential benefits of participation in a variety of physical activities, such as physical, mental, emotional and social benefits.
PE.7.R.6.Pa.b:	Associate a selected benefit to the participation in a physical activity, such as a physical, mental, emotional or social benefit.

PE.7.R.6.3:

Participate in games, sports and/or physical activities from other cultures.

### Related Access Points

Name	Description
<a href="#">PE.7.R.6.In.c:</a>	Select games, sports or physical activities from other cultures.
<a href="#">PE.7.R.6.Su.c:</a>	Identify selected games, sports or physical activities from other cultures.
<a href="#">PE.7.R.6.Pa.c:</a>	Recognize selected games, sports or physical activities from other cultures.

Identify basic rules for individual/dual sports.

[PE.8.C.2.1:](#)

**Remarks/Examples:**

Some examples are setting up to start, violating rules and keeping accurate score.

**Related Access Points**

Name	Description
<a href="#">PE.8.C.2.In.a:</a>	Recognize basic rules for individual/dual sports, such as setting up to start, consequences for violating rules and keeping accurate score.
<a href="#">PE.8.C.2.Su.a:</a>	Recognize basic rules for selected individual/dual sports, such as setting up to start, consequences for violating rules and keeping accurate score.
<a href="#">PE.8.C.2.Pa.a:</a>	Recognize a basic rule for selected individual/dual sports.

Identify basic rules for alternative/extreme sports activities.

[PE.8.C.2.2:](#)

**Remarks/Examples:**

Some examples are setting up to start, violating rules and keeping accurate score.

**Related Access Points**

Name	Description
<a href="#">PE.8.C.2.In.b:</a>	Recognize basic rules for alternative/extreme sports activities.
<a href="#">PE.8.C.2.Su.b:</a>	Recognize basic safety measures for alternative/extreme sports activities.
<a href="#">PE.8.C.2.Pa.b:</a>	Recognize a basic safety measure for alternative/extreme sports activities.

[PE.8.C.2.3:](#)

Explain basic offensive and defensive strategies in individual/dual sports.

**Related Access Points**

Name	Description
<a href="#">PE.8.C.2.In.c:</a>	Describe basic offensive and defensive strategies in individual/dual sports.
<a href="#">PE.8.C.2.Su.c:</a>	Identify basic offensive and defensive strategies in individual/dual sports.
<a href="#">PE.8.C.2.Pa.c:</a>	Recognize basic offensive and defensive tactics in modified individual/dual sports.

[PE.8.C.2.4:](#)

Explain basic offensive and defensive strategies in alternative/extreme sports activities.

**Related Access Points**

Name	Description
<a href="#">PE.8.C.2.In.d:</a>	Identify basic offensive and defensive strategies in alternative/extreme sports activities.
<a href="#">PE.8.C.2.Su.d:</a>	Recognize basic offensive and defensive strategies in alternative/extreme sports activities.
<a href="#">PE.8.C.2.Pa.d:</a>	Recognize a basic offensive and defensive strategy in a selected alternative/extreme sports activity.

[PE.8.C.2.5:](#)

Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors.

**Related Access Points**

Name	Description
<a href="#">PE.8.C.2.In.e:</a>	Provide feedback on skill patterns of self or partner to detect and correct mechanical errors.
<a href="#">PE.8.C.2.Su.e:</a>	Use feedback on skill patterns of both self and partner to correct mechanical errors.
<a href="#">PE.8.C.2.Pa.e:</a>	Use feedback on skill patterns of self to correct mechanical errors.

[PE.8.C.2.6:](#)

Identify the critical elements for successful performance in a variety of sport skills or physical activities.

**Related Access Points**

Name	Description
<a href="#">PE.8.C.2.In.f:</a>	Recognize the critical elements for successful performance in a variety of sport skills or physical activities.
<a href="#">PE.8.C.2.Su.f:</a>	Recognize selected critical elements for successful performance in a variety of sport skills or physical activities.
<a href="#">PE.8.C.2.Pa.f:</a>	Associate selected critical elements with successful performance of a sport skill and physical activity.

[PE.8.C.2.7:](#)

List specific safety procedures and equipment necessary for a variety of sport skills and physical activities.

**Related Access Points**

Name	Description
<a href="#">PE.8.C.2.In.g:</a>	Identify specific safety procedures and equipment necessary for a variety of sports and physical activities.
<a href="#">PE.8.C.2.Su.g:</a>	Recognize specific safety procedures and equipment necessary for a variety of sports and physical activities.
<a href="#">PE.8.C.2.Pa.g:</a>	Recognize a specific safety procedure and equipment necessary for a sport or physical activity.

Describe how movement skills and strategies learned in one physical activity can be transferred and used in other physical activities.

[PE.8.C.2.8:](#)

**Remarks/Examples:**

#### Related Access Points

Name	Description
<a href="#">PE.8.C.2.In.h:</a>	Identify movement skills and strategies used in different physical activities, such as volleyball or tennis serve, surfing and skate boarding.
<a href="#">PE.8.C.2.Su.h:</a>	Recognize movement skills and strategies used in different physical activities, such as volleyball or tennis serve, surfing and skate boarding.
<a href="#">PE.8.C.2.Pa.h:</a>	Recognize a movement skill and strategy used in physical activities, such as volleyball or tennis serve, surfing and skate boarding.

[PE.8.L.3.1:](#)

Participate in moderate physical activity on a daily basis.

#### Related Access Points

Name	Description
<a href="#">PE.8.L.3.In.a:</a>	Participate in a selected moderate physical activity on a daily basis.
<a href="#">PE.8.L.3.Su.a:</a>	Participate in moderate modified physical activity on a daily basis.
<a href="#">PE.8.L.3.Pa.a:</a>	Participate in modified physical activity on a daily basis.

[PE.8.L.3.2:](#)

Participate in vigorous physical activity on a daily basis.

#### Related Access Points

Name	Description
<a href="#">PE.8.L.3.In.b:</a>	Participate in a healthy level of physical activity on a daily basis.
<a href="#">PE.8.L.3.Su.b:</a>	Participate in a healthy level of modified physical activity on a daily basis.
<a href="#">PE.8.L.3.Pa.b:</a>	Participate in healthy level of guided physical activity on a daily basis.

[PE.8.L.3.3:](#)

Participate in a variety of individual/dual and alternative/extreme sport activities that promote health-related components of fitness.

#### Remarks/Examples:

The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.

#### Related Access Points

Name	Description
<a href="#">PE.8.L.3.In.c:</a>	Participate in a variety of basic individual/dual and alternative/extreme sports activities that promote cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.
<a href="#">PE.8.L.3.Su.c:</a>	Participate in a variety of selected, basic individual/dual and alternative/extreme sports activities that promote cardiorespiratory endurance, physical conditioning, flexibility and body composition.
<a href="#">PE.8.L.3.Pa.c:</a>	Participate in a variety of selected, modified individual/dual and alternative/extreme sports activities that promote cardiorespiratory endurance, physical conditioning, flexibility and body composition.

[PE.8.L.3.4:](#)

Identify the in-school opportunities for participation in individual/dual and alternative/extreme sports.

#### Related Access Points

Name	Description
<a href="#">PE.8.L.3.In.d:</a>	Recognize the in-school opportunities for participation in individual/dual and alternative/extreme sports.
<a href="#">PE.8.L.3.Su.d:</a>	Recognize selected in-school opportunities for participation in individual/dual and alternative/extreme sports.
<a href="#">PE.8.L.3.Pa.d:</a>	Recognize a school opportunity for participation in individual/dual or alternative/extreme sports.

[PE.8.L.3.5:](#)

Identify the community opportunities for participation in individual/dual and alternative/extreme sports.

#### Related Access Points

Name	Description
<a href="#">PE.8.L.3.In.e:</a>	Recognize community opportunities for participation in individual/dual or alternative/extreme sports.
<a href="#">PE.8.L.3.Su.e:</a>	Recognize selected community opportunities for participation in individual/dual or alternative/extreme sports.
<a href="#">PE.8.L.3.Pa.e:</a>	Recognize a selected community opportunity for participation in individual/dual or alternative/extreme sports.

[PE.8.L.3.6:](#)

Identify a variety of individual/dual and alternative/extreme sport activities that promote stress management.

#### Related Access Points

Name	Description
<a href="#">PE.8.L.3.In.f:</a>	Recognize a variety of basic individual/dual and alternative/extreme sports activities that promote effective stress management.
<a href="#">PE.8.L.3.Su.f:</a>	Recognize a variety of selected basic individual/dual and alternative/extreme sports activities that promote effective stress management.
<a href="#">PE.8.L.3.Pa.f:</a>	Recognize a variety of selected modified individual/dual and alternative/extreme sports activities that promote effective stress management.

[PE.8.L.4.1:](#)

Create, implement and assess a personal fitness program in collaboration with a teacher.

#### Related Access Points

Name	Description
<a href="#">PE.8.L.4.In.a:</a>	Create and implement a personal fitness program in collaboration with a teacher.

<a href="#">PE.8.L.4.Su.a:</a>	Create a personal fitness program in collaboration with a teacher.
<a href="#">PE.8.L.4.Pa.a:</a>	Actively participate in a personal fitness program in collaboration with a teacher.

[PE.8.L.4.2:](#)

Develop goals and strategies for a personal physical fitness program.

**Related Access Points**

Name	Description
<a href="#">PE.8.L.4.In.b:</a>	Select goals and identify strategies for a personal physical-activity plan.
<a href="#">PE.8.L.4.Su.b:</a>	Select goals and recognize strategies for a personal physical-activity plan.
<a href="#">PE.8.L.4.Pa.b:</a>	Select a goal for a personal physical-activity plan.

[PE.8.L.4.3:](#)

Use available technology to assess, design and evaluate a personal physical fitness program.

**Related Access Points**

Name	Description
<a href="#">PE.8.L.4.In.c:</a>	Use a variety of resources, including available technology, to design and assess their personal physical-activity plan.
<a href="#">PE.8.L.4.Su.c:</a>	Use a variety of resources, including available technology, to assess a personal activity plan.
<a href="#">PE.8.L.4.Pa.c:</a>	Use resources, including available technology, to recognize the effect of a personal activity plan.

[PE.8.L.4.4:](#)

Develop a personal fitness program including a variety of physical activities.

**Related Access Points**

Name	Description
<a href="#">PE.8.L.4.In.d:</a>	Identify a variety of physical activities in developing a personal fitness program.
<a href="#">PE.8.L.4.Su.d:</a>	Identify a variety of selected physical activities in developing a personal fitness program.
<a href="#">PE.8.L.4.Pa.d:</a>	Recognize a variety of physical activities in developing a personal fitness program.

[PE.8.L.4.5:](#)

Identify health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.

**Related Access Points**

Name	Description
<a href="#">PE.8.L.4.In.e:</a>	Recognize health-related problems associated with low levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.
<a href="#">PE.8.L.4.Su.e:</a>	Recognize health-related problems associated with low levels of cardiorespiratory endurance, and muscular strength and endurance.
<a href="#">PE.8.L.4.Pa.e:</a>	Recognize a health-related problem associated with low levels of physical activity.

Define training principles appropriate for enhancing cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition.

[PE.8.L.4.6:](#)

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

**Related Access Points**

Name	Description
<a href="#">PE.8.L.4.In.f:</a>	Identify the training principles, such as overload and specificity, appropriate for enhancing cardiorespiratory endurance, muscular strength and endurance and flexibility.
<a href="#">PE.8.L.4.Su.f:</a>	Recognize selected training principles, such as overload and specificity, appropriate for enhancing cardiorespiratory endurance, muscular strength and endurance and flexibility.
<a href="#">PE.8.L.4.Pa.f:</a>	Associate selected training principles, such as overload and specificity, with enhancing cardiorespiratory endurance, muscular strength and endurance and flexibility.

[PE.8.M.1.1:](#)

Demonstrate competency in motor skills for a variety of individual/dual and extreme/alternative sports.

**Related Access Points**

Name	Description
<a href="#">PE.8.M.1.In.a:</a>	Demonstrate motor skills for a variety of individual/dual and extreme/alternative sports.
<a href="#">PE.8.M.1.Su.a:</a>	Use basic motor skills for a variety of modified individual/dual and extreme/alternative sports.
<a href="#">PE.8.M.1.Pa.a:</a>	Perform movement skills for a variety of modified individual/dual or extreme/alternative sports.

[PE.8.M.1.2:](#)

Demonstrate critical elements when striking with an object or implement.

**Related Access Points**

Name	Description
<a href="#">PE.8.M.1.In.b:</a>	Demonstrate selected critical elements when striking with an object or implement.
<a href="#">PE.8.M.1.Su.b:</a>	Use selected critical elements when striking with a modified object or implement.
<a href="#">PE.8.M.1.Pa.b:</a>	Perform a striking movement with a modified object or implement.

Demonstrate body management for successful participation in a variety of modified games and activities.

[PE.8.M.1.3:](#)

Remarks/Examples:
Some examples of body management are balance and agility.

### Related Access Points

Name	Description
PE.8.M.1.In.c:	Demonstrate body management for successful participation in modified games and activities.
PE.8.M.1.Su.c:	Demonstrate body management for successful participation in selected modified games.
PE.8.M.1.Pa.c:	Demonstrate body management for successful participation in a selected modified game or activity.

[PE.8.M.1.4:](#)

Apply principles of biomechanics necessary for safe and successful performance.

### Related Access Points

Name	Description
PE.8.M.1.In.d:	Demonstrate principles of biomechanics necessary for safe and successful performance in activities.
PE.8.M.1.Su.d:	Demonstrate at least one principle of biomechanics necessary for safe and successful performance in a variety of activities.
PE.8.M.1.Pa.d:	Demonstrate safe and successful movements in activities.

[PE.8.M.1.5:](#)

Demonstrate appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.

### Related Access Points

Name	Description
PE.8.M.1.In.e:	Use appropriate speed and generation of force when distance running, sprinting, throwing, jumping, striking or kicking.
PE.8.M.1.Su.e:	Perform actions with appropriate speed and force when distance running, throwing, jumping, striking or kicking.
PE.8.M.1.Pa.e:	Perform selected actions with appropriate speed and force when distance running, throwing, jumping, striking or kicking.

[PE.8.M.1.6:](#)

Demonstrate offensive, defensive and transition strategies and tactics.

### Related Access Points

Name	Description
PE.8.M.1.In.f:	Demonstrate offensive and defensive strategies and use guided transition strategies.
PE.8.M.1.Su.f:	Demonstrate modified offensive and defensive strategies and use guided transition strategies.
PE.8.M.1.Pa.f:	Perform modified offensive and defensive movements and guided transition strategies.

[PE.8.M.1.7:](#)

Apply skill-related components of balance, reaction time, agility, coordination, power and speed to enhance performance levels.

### Related Access Points

Name	Description
PE.8.M.1.In.g:	Demonstrate skill-related components of balance, reaction time, agility, coordination, power and speed to enhance performance levels.
PE.8.M.1.Su.g:	Demonstrate skill-related components of balance, reaction time, agility, power and speed to enhance performance levels.
PE.8.M.1.Pa.g:	Demonstrate a selected skill-related component of balance, reaction time, agility, power or speed to enhance performance levels.

Apply technology to evaluate, monitor and improve individual motor skills.

#### Remarks/Examples:

Some examples of technology are Excel spreadsheets or web based programs to chart or log activities, heart rate monitors, videotapes and digital cameras.

### Related Access Points

Name	Description
PE.8.M.1.In.h:	Apply technology to develop, monitor and improve individual motor skills.
PE.8.M.1.Su.h:	Apply technology to monitor and improve individual motor skills.
PE.8.M.1.Pa.h:	Apply technology to improve individual movement skills.

[PE.8.M.1.9:](#)

Select and utilize appropriate safety equipment.

### Related Access Points

Name	Description
PE.8.M.1.In.i:	Select and utilize basic safety equipment.
PE.8.M.1.Su.i:	Utilize basic safety equipment.
PE.8.M.1.Pa.i:	Utilize selected safety equipment.

[PE.8.R.5.1:](#)

List ways to act independently of peer pressure during physical activities.

### Related Access Points

Name	Description
PE.8.R.5.In.a:	Identify ways to act independently of peer pressure in selected physical activities.
PE.8.R.5.Su.a:	Recognize ways to act independently of peer pressure in a selected physical activity.
PE.8.R.5.Pa.a:	Recognize appropriate behavior choices for selected situations in school.

[PE.8.R.5.2:](#)

Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.

### Related Access Points

Name	Description
<a href="#">PE.8.R.5.In.b:</a>	Identify strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
<a href="#">PE.8.R.5.Su.b:</a>	Recognize strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities.
<a href="#">PE.8.R.5.Pa.b:</a>	Participate cooperatively with persons of diverse backgrounds and abilities in a variety of physical activities.

Demonstrate sportsmanship during game situations.

[PE.8.R.5.3:](#)

#### Remarks/Examples:

Some examples are controlling emotions, resolving conflicts, respecting opponents and officials and accepting both victory and defeat.

### Related Access Points

Name	Description
<a href="#">PE.8.R.5.In.c:</a>	Use responsible behaviors during physical activities, such as controlling emotions, resolving conflicts, respecting opponents and officials and accepting both victory and defeat.
<a href="#">PE.8.R.5.Su.c:</a>	Use responsible behaviors during physical activities, such as controlling emotions, respecting opponents and officials and accepting both victory and defeat.
<a href="#">PE.8.R.5.Pa.c:</a>	Use responsible behaviors during physical activities, such as controlling emotions and respecting opponents and officials.

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

[PE.8.R.5.4:](#)

#### Remarks/Examples:

Some examples are respecting teammates, opponents and officials and accepting both victory and defeat.

### Related Access Points

Name	Description
<a href="#">PE.8.R.5.In.d:</a>	Use appropriate personal, social and ethical behaviors while participating in a variety of physical activities.
<a href="#">PE.8.R.5.Su.d:</a>	Use appropriate personal and ethical behaviors while participating in a variety of physical activities.
<a href="#">PE.8.R.5.Pa.d:</a>	Use appropriate personal behaviors while participating in a variety of physical activities.

[PE.8.R.5.5:](#)

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

### Related Access Points

Name	Description
<a href="#">PE.8.R.5.In.e:</a>	Use appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
<a href="#">PE.8.R.5.Su.e:</a>	Use appropriate etiquette, respect for facilities and safe behaviors while participating in a variety of physical activities.
<a href="#">PE.8.R.5.Pa.e:</a>	Use appropriate etiquette and safe behaviors while participating in a variety of physical activities.

[PE.8.R.6.1:](#)

Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.

### Related Access Points

Name	Description
<a href="#">PE.8.R.6.In.a:</a>	Describe opportunities for participation in physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
<a href="#">PE.8.R.6.Su.a:</a>	Identify opportunities for participation in physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.
<a href="#">PE.8.R.6.Pa.a:</a>	Recognize opportunities for participation in physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle.

Describe the potential benefits of participation in a variety of physical activities.

[PE.8.R.6.2:](#)

#### Remarks/Examples:

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

### Related Access Points

Name	Description
<a href="#">PE.8.R.6.In.b:</a>	Identify potential benefits of participation in a variety of physical activities, such as physical, mental, emotional and social benefits.
<a href="#">PE.8.R.6.Su.b:</a>	Recognize selected potential benefits of participation in a variety of physical activities, such as physical, mental, emotional and social benefits.
<a href="#">PE.8.R.6.Pa.b:</a>	Associate selected benefits with participation in a variety of physical activities, such as physical, mental, emotional and social benefits.

[PE.8.R.6.3:](#)

Compare and contrast games, sports and/or physical activities from other cultures.

### Related Access Points

Name	Description
<a href="#">PE.8.R.6.In.c:</a>	Identify similarities in games, sports or physical activities according to cultures.
<a href="#">PE.8.R.6.Su.c:</a>	Recognize similarities in games, sports or physical activities from other cultures.
<a href="#">PE.8.R.6.Pa.c:</a>	Recognize a game, sport or physical activity that is the same in another other culture.

## Related Certifications

[Speech Correction \(Elementary and Secondary Grades K-12\) Plus Adaptive Physical Education Endorsement](#)  
[Occupational Therapy \(Elementary and Secondary Grades K-12\) Plus Physical Education \(Grades 6-12\)](#)  
[Occupational Therapy \(Elementary and Secondary Grades K-12\) Plus Physical Education \(Grades K-8\)](#)  
[Occupational Therapy \(Elementary and Secondary Grades K-12\) Plus Physical Education \(Elementary and Secondary Grades K-12\)](#)  
[Occupational Therapy \(Elementary and Secondary Grades K-12\) Plus Adaptive Physical Education Endorsement](#)  
[Speech Language Impaired Associate \(Elementary and Secondary Grades K-12\) Plus Physical Education \(Grades 6-12\)](#)  
[Speech Language Impaired Associate \(Elementary and Secondary Grades K-12\) Plus Physical Education \(Grades K-8\)](#)  
[Speech Language Impaired Associate \(Elementary and Secondary Grades K-12\) Plus Physical Education \(Elementary and Secondary Grades K-12\)](#)  
[Speech Language Impaired Associate \(Elementary and Secondary Grades K-12\) Plus Adaptive Physical Education Endorsement](#)  
[Physical Education \(Grades 6-12\) Plus Hearing Impaired \(Grades K-12\)](#)  
[Physical Education \(Grades K-8\) Plus Hearing Impaired \(Grades K-12\)](#)  
[Physical Education \(Elementary and Secondary Grades K-12\) Plus Hearing Impaired \(Grades K-12\)](#)  
[Adaptive Physical Education Endorsement Plus Hearing Impaired \(Grades K-12\)](#)  
[Physical Education \(Grades 6-12\) Plus Visually Impaired \(Elementary and Secondary Grades K-12\)](#)  
[Physical Education \(Grades K-8\) Plus Visually Impaired \(Elementary and Secondary Grades K-12\)](#)  
[Physical Education \(Elementary and Secondary Grades K-12\) Plus Visually Impaired \(Elementary and Secondary Grades K-12\)](#)  
[Adaptive Physical Education Endorsement Plus Visually Impaired \(Elementary and Secondary Grades K-12\)](#)  
[Speech Language Impaired \(Elementary and Secondary Grades K-12\) Plus Physical Education \(Grades 6-12\)](#)  
[Speech Language Impaired \(Elementary and Secondary Grades K-12\) Plus Physical Education \(Grades K-8\)](#)  
[Speech Language Impaired \(Elementary and Secondary Grades K-12\) Plus Physical Education \(Elementary and Secondary Grades K-12\)](#)  
[Speech Language Impaired \(Elementary and Secondary Grades K-12\) Plus Adaptive Physical Education Endorsement](#)  
[Exceptional Student Education \(Elementary and Secondary Grades K-12\) Plus Physical Education \(Grades 6-12\)](#)  
[Exceptional Student Education \(Elementary and Secondary Grades K-12\) Plus Physical Education \(Grades K-8\)](#)  
[Exceptional Student Education \(Elementary and Secondary Grades K-12\) Plus Physical Education \(Elementary and Secondary Grades K-12\)](#)  
[Exceptional Student Education \(Elementary and Secondary Grades K-12\) Plus Adaptive Physical Education Endorsement](#)  
[Physical Education \(Grades 6-12\) Plus Mentally Handicapped \(Elementary and Secondary Grades K-12\)](#)  
[Physical Education \(Grades K-8\) Plus Mentally Handicapped \(Elementary and Secondary Grades K-12\)](#)  
[Physical Education \(Elementary and Secondary Grades K-12\) Plus Mentally Handicapped \(Elementary and Secondary Grades K-12\)](#)  
[Adaptive Physical Education Endorsement Plus Mentally Handicapped \(Elementary and Secondary Grades K-12\)](#)  
[Varying Exceptionalities \(Elementary and Secondary Grades K-12\) Plus Physical Education \(Grades 6-12\)](#)  
[Varying Exceptionalities \(Elementary and Secondary Grades K-12\) Plus Physical Education \(Grades K-8\)](#)  
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[Varying Exceptionalities \(Elementary and Secondary Grades K-12\) Plus Adaptive Physical Education Endorsement](#)  
[Physical Education \(Grades 6-12\) Plus Emotionally Handicapped \(Elementary and Secondary Grades K-12\)](#)  
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[Adaptive Physical Education Endorsement Plus Emotionally Handicapped \(Elementary and Secondary Grades K-12\)](#)  
[Specific Learning Disabilities \(Elementary and Secondary Grades K-12\) Plus Physical Education \(Grades 6-12\)](#)  
[Specific Learning Disabilities \(Elementary and Secondary Grades K-12\) Plus Physical Education \(Grades K-8\)](#)  
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[Speech Correction \(Elementary and Secondary Grades K-12\) Plus Physical Education \(Elementary and Secondary Grades K-12\)](#)

# Access M/J Comprehensive Science 1 (#7820015)

{ M/J Comprehensive Science 1 - 2002040 }

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<b>Course Number:</b> 7820015 <b>Course Status:</b> Course Approved <b>Grade Level(s):</b> 6,7,8	<b>Course Path: Section:</b> Exceptional Student Education > <b>Grade Group:</b> Middle/Junior High > <b>Subject:</b> Academics - Subject Areas > <b>Abbreviated Title:</b> ACCESS M/J COMPSCI 1 <b>Course Length:</b> Year (Y) <b>Course Attributes:</b> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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## GENERAL NOTES

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

### English Language Development ELD Standards Special Notes Section:

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

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

### Additional Instructional Resources:

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

## Course Standards

Name	Description								
<a href="#">SC.6.E.6.1:</a>	Describe and give examples of ways in which Earth's surface is built up and torn down by physical and chemical weathering, erosion, and deposition.								
<b>Related Access Points</b>									
	<table border="1"> <thead> <tr> <th>Name</th><th>Description</th></tr> </thead> <tbody> <tr> <td><a href="#">SC.6.E.6.In.1:</a></td><td>Describe how weathering and erosion reshape the Earth's surface.</td></tr> <tr> <td><a href="#">SC.6.E.6.Su.1:</a></td><td>Recognize that wind and water cause physical weathering and erosion.</td></tr> <tr> <td><a href="#">SC.6.E.6.Pa.1:</a></td><td>Recognize that water can move soil.</td></tr> </tbody> </table>	Name	Description	<a href="#">SC.6.E.6.In.1:</a>	Describe how weathering and erosion reshape the Earth's surface.	<a href="#">SC.6.E.6.Su.1:</a>	Recognize that wind and water cause physical weathering and erosion.	<a href="#">SC.6.E.6.Pa.1:</a>	Recognize that water can move soil.
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<a href="#">SC.6.E.6.In.1:</a>	Describe how weathering and erosion reshape the Earth's surface.								
<a href="#">SC.6.E.6.Su.1:</a>	Recognize that wind and water cause physical weathering and erosion.								
<a href="#">SC.6.E.6.Pa.1:</a>	Recognize that water can move soil.								
<a href="#">SC.6.E.6.2:</a>	Recognize that there are a variety of different landforms on Earth's surface such as coastlines, dunes, rivers, mountains, glaciers, deltas, and lakes and relate these landforms as they apply to Florida.								
<b>Related Access Points</b>									
	<table border="1"> <thead> <tr> <th>Name</th><th>Description</th></tr> </thead> <tbody> <tr> <td><a href="#">SC.6.E.6.In.2:</a></td><td>Identify various landforms in Florida, including coastlines, rivers, lakes, and dunes.</td></tr> <tr> <td><a href="#">SC.6.E.6.Su.2:</a></td><td>Recognize different landforms in Florida, including beaches (coastlines), rivers, and lakes.</td></tr> <tr> <td><a href="#">SC.6.E.6.Pa.2:</a></td><td>Recognize a landform in Florida, such as a beach (coastline), river, or lake.</td></tr> </tbody> </table>	Name	Description	<a href="#">SC.6.E.6.In.2:</a>	Identify various landforms in Florida, including coastlines, rivers, lakes, and dunes.	<a href="#">SC.6.E.6.Su.2:</a>	Recognize different landforms in Florida, including beaches (coastlines), rivers, and lakes.	<a href="#">SC.6.E.6.Pa.2:</a>	Recognize a landform in Florida, such as a beach (coastline), river, or lake.
Name	Description								
<a href="#">SC.6.E.6.In.2:</a>	Identify various landforms in Florida, including coastlines, rivers, lakes, and dunes.								
<a href="#">SC.6.E.6.Su.2:</a>	Recognize different landforms in Florida, including beaches (coastlines), rivers, and lakes.								
<a href="#">SC.6.E.6.Pa.2:</a>	Recognize a landform in Florida, such as a beach (coastline), river, or lake.								
<a href="#">SC.6.E.7.1:</a>	Differentiate among radiation, conduction, and convection, the three mechanisms by which heat is transferred through Earth's system.								

### Related Access Points

Name	Description
<a href="#">SC.6.E.7.In.1:</a>	Recognize that heat is a flow of energy that moves through Earth's land, air, and water in different ways, including conduction, convection, and radiation.
<a href="#">SC.6.E.7.Su.1:</a>	Recognize that heat can transfer from the Sun to the water, land, and air. Recognize that heat can transfer from the Sun to the water, land, and air.
<a href="#">SC.6.E.7.Pa.1:</a>	Recognize that the Sun is a source of heat.

Investigate and apply how the cycling of water between the atmosphere and hydrosphere has an effect on weather patterns and climate.

[SC.6.E.7.2:](#)

### Remarks/Examples:

Florida Standards Connections: MAFS.K12.MP.7: Look for and make use of structure.

### Related Access Points

Name	Description
<a href="#">SC.6.E.7.In.2:</a>	Identify components in the water cycle, including evaporation, condensation, precipitation, ground water, and runoff.
<a href="#">SC.6.E.7.Su.2:</a>	Recognize parts of the water cycle such as clouds (condensation), rain (precipitation), and evaporation.
<a href="#">SC.6.E.7.Pa.2:</a>	Recognize that rain comes from clouds.

Describe how global patterns such as the jet stream and ocean currents influence local weather in measurable terms such as temperature, air pressure, wind direction and speed, and humidity and precipitation.

[SC.6.E.7.3:](#)

### Remarks/Examples:

Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically MAFS.K12.MP.6: Attend to precision and, MAFS.K12.MP.7: Look for and make use of structure.

### Related Access Points

Name	Description
<a href="#">SC.6.E.7.In.3:</a>	Identify the way elements of weather are measured, including temperature, humidity, wind speed and direction, and precipitation.
<a href="#">SC.6.E.7.Su.3:</a>	Recognize the way temperature and wind speed are measured.
<a href="#">SC.6.E.7.Pa.3:</a>	Recognize different types of weather conditions, including hot/cold, raining/not raining, and windy/calm.

[SC.6.E.7.4:](#)

Differentiate and show interactions among the geosphere, hydrosphere, cryosphere, atmosphere, and biosphere.

### Related Access Points

Name	Description
<a href="#">SC.6.E.7.In.4:</a>	Recognize that Earth consists of different parts, including air that is over the Earth (atmosphere), water that covers much of the Earth (hydrosphere), and the parts that support all living things on Earth (biosphere).
<a href="#">SC.6.E.7.Su.4:</a>	Recognize where living things are found (biosphere) and where the air is found (atmosphere) on Earth.
<a href="#">SC.6.E.7.Pa.4:</a>	Recognize that air covers Earth (atmosphere).

Explain how energy provided by the sun influences global patterns of atmospheric movement and the temperature differences between air, water, and land.

[SC.6.E.7.5:](#)

### Remarks/Examples:

Florida Standards Connections: MAFS.K12.MP.7: Look for and make use of structure.

### Related Access Points

Name	Description
<a href="#">SC.6.E.7.In.5:</a>	Recognize that there are general patterns of weather that move around Earth, and in North America the patterns typically move from west to east.
<a href="#">SC.6.E.7.Su.5:</a>	Recognize that there are patterns of weather that move.
<a href="#">SC.6.E.7.Pa.3:</a>	Recognize different types of weather conditions, including hot/cold, raining/not raining, and windy/calm.

[SC.6.E.7.6:](#)

Differentiate between weather and climate.

### Related Access Points

Name	Description
<a href="#">SC.6.E.7.In.6:</a>	Identify climate as the expected weather patterns in a region.
<a href="#">SC.6.E.7.Su.6:</a>	Identify the major characteristics of climate in Florida, including temperature and precipitation.
<a href="#">SC.6.E.7.Pa.3:</a>	Recognize different types of weather conditions, including hot/cold, raining/not raining, and windy/calm.

[SC.6.E.7.7:](#)

Investigate how natural disasters have affected human life in Florida.

### Related Access Points

Name	Description
<a href="#">SC.6.E.7.In.7:</a>	Identify possible effects of hurricanes and other natural disasters on humans in Florida.
<a href="#">SC.6.E.7.Su.7:</a>	Recognize possible effects of severe storms, hurricanes, or other natural disasters in Florida.
<a href="#">SC.6.E.7.Pa.5:</a>	Recognize where to go in severe weather situations or drills at school and at home.

**Related Access Points**

Name	Description
SC.6.E.7.In.8:	Identify ways humans get ready for severe storms and protect themselves from sun exposure.
SC.6.E.7.Su.8:	Recognize ways people prepare for severe storms and protect themselves from sun exposure.
SC.6.E.7.Pa.5:	Recognize where to go in severe weather situations or drills at school and at home.

Describe how the composition and structure of the atmosphere protects life and insulates the planet.

**Remarks/Examples:**

Florida Standards Connections: MAFS.K12.MP.7: Look for and make use of structure.

**Related Access Points**

Name	Description
SC.6.E.7.In.9:	Identify that the atmosphere protects Earth from radiation from the Sun and regulates the temperature.
SC.6.E.7.Su.9:	Recognize that the air that surrounds Earth (atmosphere) protects living things from the intense heat of the Sun.
SC.6.E.7.Pa.4:	Recognize that air covers Earth (atmosphere).

Describe and identify patterns in the hierarchical organization of organisms from atoms to molecules and cells to tissues to organs to organ systems to organisms.

**Remarks/Examples:**

Florida Standards Connections: MAFS.K12.MP.7: Look for and make use of structure.

**Related Access Points**

Name	Description
SC.6.L.14.In.1:	Identify how the major structures of plants and organs of animals work as parts of larger systems, such as the heart is part of the circulatory system that pumps blood.
SC.6.L.14.Su.1:	Identify the major internal organs of animals and external structures of plants and their functions.
SC.6.L.14.Pa.1:	Recognize that the human body is made up of various parts.

Investigate and explain the components of the scientific theory of cells (cell theory): all organisms are composed of cells (single-celled or multi-cellular), all cells come from pre-existing cells, and cells are the basic unit of life.

**Related Access Points**

Name	Description
SC.6.L.14.In.2:	Identify that the cell is the smallest basic unit of life and most living things are composed of many cells.
SC.6.L.14.Su.2:	Recognize that there are smaller parts in all living things, too small to be seen without magnification, called cells.
SC.6.L.14.Pa.1:	Recognize that the human body is made up of various parts.

Recognize and explore how cells of all organisms undergo similar processes to maintain homeostasis, including extracting energy from food, getting rid of waste, and reproducing.

**Related Access Points**

Name	Description
SC.6.L.14.In.3:	Identify that cells carry out important functions within an organism, such as using energy from food.
SC.6.L.14.Su.3:	Recognize that animals, including humans, use energy from food.
SC.6.L.14.Pa.2:	Identify basic needs of plants and animals.

Compare and contrast the structure and function of major organelles of plant and animal cells, including cell wall, cell membrane, nucleus, cytoplasm, chloroplasts, mitochondria, and vacuoles.

**Remarks/Examples:**

Florida Standards Connections: MAFS.K12.MP.7: Look for and make use of structure.

**Related Access Points**

Name	Description
SC.6.L.14.In.4:	Recognize that plant and animal cells have different parts and each part has a function.
SC.6.L.14.Su.2:	Recognize that there are smaller parts in all living things, too small to be seen without magnification, called cells.
SC.6.L.14.Pa.2:	Identify basic needs of plants and animals.

Identify and investigate the general functions of the major systems of the human body (digestive, respiratory, circulatory, reproductive, excretory, immune, nervous, and musculoskeletal) and describe ways these systems interact with each other to maintain homeostasis.

**Related Access Points**

Name	Description
SC.6.L.14.In.1:	Identify how the major structures of plants and organs of animals work as parts of larger systems, such as the heart is part of the circulatory system that pumps blood.
SC.6.L.14.Su.1:	Identify the major internal organs of animals and external structures of plants and their functions.
SC.6.L.14.Pa.3:	Recognize body parts related to basic needs, such as mouth for eating.

Compare and contrast types of infectious agents that may infect the human body, including viruses, bacteria, fungi, and parasites.

SC.6.L.14.6:

**Remarks/Examples:**

Integrate [HE.6.C.1.8](#). Explain how body systems are impacted by hereditary factors and infectious agents.

**Related Access Points**

Name	Description
<a href="#">SC.6.L.14.In.5</a> :	Recognize that bacteria and viruses can infect the human body.
<a href="#">SC.6.L.14.Su.4</a> :	Identify ways to prevent infection from bacteria and viruses, such as hand washing.
<a href="#">SC.6.L.14.Pa.4</a> :	Recognize practices that keep the body free from infection, such as hand washing.

SC.6.L.15.1:

Analyze and describe how and why organisms are classified according to shared characteristics with emphasis on the Linnaean system combined with the concept of Domains.

**Related Access Points**

Name	Description
<a href="#">SC.6.L.15.In.1</a> :	Classify animals into major groups, such as insects, fish, reptiles, mammals, and birds.
<a href="#">SC.6.L.15.Su.1</a> :	Sort common animals by their physical characteristics.
<a href="#">SC.6.L.15.Pa.1</a> :	Match animals based on a given shared characteristic.

Define a problem from the sixth grade curriculum, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigation of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.

SC.6.N.1.1:

**Remarks/Examples:**

Florida Standards Connections: [LAFS.68.RST.1.3](#). Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

**Related Access Points**

Name	Description
<a href="#">SC.6.N.1.In.1</a> :	Identify a problem from the sixth grade curriculum, use reference materials to gather information, carry out an experiment, collect and record data, and report results.
<a href="#">SC.6.N.1.Su.1</a> :	Recognize a problem from the sixth grade curriculum, use materials to gather information, carry out a simple experiment, and record and share results.
<a href="#">SC.6.N.1.Pa.1</a> :	Recognize a problem related to the sixth grade curriculum, observe and explore objects or activities, and recognize a solution.

SC.6.N.1.2:

Explain why scientific investigations should be replicable.

**Related Access Points**

Name	Description
<a href="#">SC.6.N.1.In.2</a> :	Identify that scientific investigations can be repeated the same way by others.
<a href="#">SC.6.N.1.Su.2</a> :	Recognize that experiments involve procedures that can be repeated the same way by others.
<a href="#">SC.6.N.1.Pa.2</a> :	Recognize that when a common activity is repeated, it has the same result.

Explain the difference between an experiment and other types of scientific investigation, and explain the relative benefits and limitations of each.

SC.6.N.1.3:

**Remarks/Examples:**  
Explain that an investigation is observing or studying the natural world, without interference or manipulation, and an experiment is an investigation that involves variables (independent/manipulated and dependent/ outcome) and establishes cause-and-effect relationships (Schwartz, 2007).

**Related Access Points**

Name	Description
<a href="#">SC.6.N.1.In.3</a> :	Identify that scientists can use different kinds of experiments, methods, and explanations to find answers to scientific questions.
<a href="#">SC.6.N.1.Su.3</a> :	Recognize that scientists perform experiments, make observations, and gather evidence to answer scientific questions.
<a href="#">SC.6.N.1.Pa.3</a> :	Recognize that people conduct activities and share information about science.

SC.6.N.1.4:

Discuss, compare, and negotiate methods used, results obtained, and explanations among groups of students conducting the same investigation.

**Related Access Points**

Name	Description
<a href="#">SC.6.N.1.In.3</a> :	Identify that scientists can use different kinds of experiments, methods, and explanations to find answers to scientific questions.
<a href="#">SC.6.N.1.Su.3</a> :	Recognize that scientists perform experiments, make observations, and gather evidence to answer scientific questions.
<a href="#">SC.6.N.1.Pa.3</a> :	Recognize that people conduct activities and share information about science.

Recognize that science involves creativity, not just in designing experiments, but also in creating explanations that fit evidence.

SC.6.N.1.5:

**Remarks/Examples:**  
Florida Standards Connections: [LAFS.68.RST.3.7](#) [LAFS.68.WHST.1.2](#) and, [LAFS.68.WHST.3.9](#).

**Related Access Points**

Name	Description
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<b>SC.6.N.1.In.4:</b>	Compare results of observations and experiments of self and others.
<b>SC.6.N.1.Su.4:</b>	Identify information based on observations and experiments of self and others.
<b>SC.6.N.1.Pa.3:</b>	Recognize that people conduct activities and share information about science.

Distinguish science from other activities involving thought.

#### SC.6.N.2.1:

##### Remarks/Examples:

Thought refers to any mental or intellectual activity involving an individual's subjective consciousness. Science is a systematic process that pursues, builds and organizes knowledge in the form of testable explanations and predictions about the natural world.

##### Related Access Points

Name	Description
<b>SC.6.N.2.In.1:</b>	Identify familiar topics included in the study of science.
<b>SC.6.N.2.Su.1:</b>	Recognize familiar topics in the study of science.
<b>SC.6.N.2.Pa.1:</b>	Recognize objects and pictures related to science.

#### SC.6.N.2.2:

Explain that scientific knowledge is durable because it is open to change as new evidence or interpretations are encountered.

##### Related Access Points

Name	Description
<b>SC.6.N.2.In.2:</b>	Identify that scientific knowledge changes with new evidence or new interpretations.
<b>SC.6.N.2.Su.2:</b>	Recognize that scientific knowledge changes when new things are discovered.
<b>SC.6.N.2.Pa.1:</b>	Recognize objects and pictures related to science.

#### SC.6.N.2.3:

Recognize that scientists who make contributions to scientific knowledge come from all kinds of backgrounds and possess varied talents, interests, and goals.

##### Related Access Points

Name	Description
<b>SC.6.N.1.In.3:</b>	Identify that scientists can use different kinds of experiments, methods, and explanations to find answers to scientific questions.
<b>SC.6.N.2.Su.3:</b>	Recognize contributions of well-known scientists.
<b>SC.6.N.2.Pa.2:</b>	Recognize a scientist as a person who works with science.

#### SC.6.N.3.1:

Recognize and explain that a scientific theory is a well-supported and widely accepted explanation of nature and is not simply a claim posed by an individual. Thus, the use of the term theory in science is very different than how it is used in everyday life.

##### Related Access Points

Name	Description
<b>SC.6.N.3.In.1:</b>	Identify that a scientific theory is an explanation of nature supported by evidence.
<b>SC.6.N.3.Su.1:</b>	Recognize that a scientific theory is an explanation of nature.
<b>SC.6.N.3.Pa.1:</b>	Observe and recognize a predictable cause-effect relationship related to a science topic.

#### SC.6.N.3.2:

Recognize and explain that a scientific law is a description of a specific relationship under given conditions in the natural world. Thus, scientific laws are different from societal laws.

##### Related Access Points

Name	Description
<b>SC.6.N.3.In.2:</b>	Identify examples of scientific laws (proven descriptions of nature), such as the law of gravity.
<b>SC.6.N.3.Su.2:</b>	Recognize events that are based on scientific laws, such as the law of gravity.
<b>SC.6.N.3.Pa.1:</b>	Observe and recognize a predictable cause-effect relationship related to a science topic.

#### SC.6.N.3.3:

Give several examples of scientific laws.

##### Related Access Points

Name	Description
<b>SC.6.N.3.In.2:</b>	Identify examples of scientific laws (proven descriptions of nature), such as the law of gravity.
<b>SC.6.N.3.Su.2:</b>	Recognize events that are based on scientific laws, such as the law of gravity.
<b>SC.6.N.3.Pa.1:</b>	Observe and recognize a predictable cause-effect relationship related to a science topic.

#### SC.6.N.3.4:

Identify the role of models in the context of the sixth grade science benchmarks.

##### Remarks/Examples:

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

##### Related Access Points

Name	Description
<b>SC.6.N.3.In.3:</b>	Identify models used in the context of sixth grade science access points.
<b>SC.6.N.3.Su.3:</b>	Recognize models used in the context of sixth grade science access points.
<b>SC.6.N.3.Pa.2:</b>	Associate a model with an activity used in the context of sixth grade science access points.

**SC.6.P.11.1:**

Explore the Law of Conservation of Energy by differentiating between potential and kinetic energy. Identify situations where kinetic energy is transformed into potential energy and vice versa.

**Related Access Points**

Name	Description
SC.6.P.11.In.1:	Identify energy as stored (potential) or expressed in motion (kinetic).
SC.6.P.11.Su.1:	Recognize examples of stored energy, such as in a roller coaster.
SC.6.P.11.Pa.1:	Distinguish between objects in motion (kinetic energy) and at rest.

Measure and graph distance versus time for an object moving at a constant speed. Interpret this relationship.

**SC.6.P.12.1:****Remarks/Examples:**

Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically and, MAFS.K12.MP.6: Attend to precision.

**Related Access Points**

Name	Description
SC.6.P.12.In.1:	Identify that speed describes the distance and time in which an object is moving, such as miles per hour.
SC.6.P.12.Su.1:	Recognize that speed describes how far an object travels in a given amount of time.
SC.6.P.12.Pa.1:	Recognize that traveling longer distances takes more time, such as going to the cafeteria takes longer than going across the classroom.

**SC.6.P.13.1:**

Investigate and describe types of forces including contact forces and forces acting at a distance, such as electrical, magnetic, and gravitational.

**Related Access Points**

Name	Description
SC.6.P.13.In.1:	Identify examples of gravitational and contact forces, such as falling objects or push and pull.
SC.6.P.13.Su.1:	Distinguish between pushing and pulling forces (contact) and falling (gravitational force) of an object.
SC.6.P.13.Pa.1:	Recognize that pushing or pulling makes an object move (contact force).

**SC.6.P.13.2:**

Explore the Law of Gravity by recognizing that every object exerts gravitational force on every other object and that the force depends on how much mass the objects have and how far apart they are.

**Related Access Points**

Name	Description
SC.6.P.13.In.1:	Identify examples of gravitational and contact forces, such as falling objects or push and pull.
SC.6.P.13.Su.1:	Distinguish between pushing and pulling forces (contact) and falling (gravitational force) of an object.
SC.6.P.13.Pa.1:	Recognize that pushing or pulling makes an object move (contact force).
SC.6.P.13.Pa.2:	Recognize that objects fall unless supported by something.

**SC.6.P.13.3:**

Investigate and describe that an unbalanced force acting on an object changes its speed, or direction of motion, or both.

**Related Access Points**

Name	Description
SC.6.P.13.In.2:	Demonstrate and describe how forces can change the speed and direction of objects in motion.
SC.6.P.13.Su.2:	Recognize that force can change the speed and direction of an object in motion.
SC.6.P.13.Pa.3:	Recognize the speed (fast or slow) of a moving object.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**Related Access Points**

Name	Description
LAFS.6.SL.1.AP.1a:	Make appropriate comments that contribute to a collaborative discussion.
LAFS.6.SL.1.AP.1b:	Review the key ideas expressed within a collaborative discussion.

**LAFS.6.SL.1.2:**

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

**Related Access Points**

Name	Description
LAFS.6.SL.1.AP.2a:	Explain information learned from various mediums.
LAFS.6.SL.1.AP.2b:	Explain how information gained via media and formats contributes to the understanding of a topic, text or issue under study.

**Related Access Points**

Name	Description
LAFS.6.SL.1.AP.3a:	Summarize the points a speaker makes.
LAFS.6.SL.1.AP.3b:	Summarize the points an author makes.
LAFS.6.SL.1.AP.3c:	Distinguish claims or arguments that are supported by evidence from those that are not.
LAFS.6.SL.1.AP.3d:	Distinguish claims presented orally or in writing that are supported by reasons and claims that are not.

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

**Related Access Points**

Name	Description
LAFS.6.SL.2.AP.4a:	Report on a topic, story or claim with a logical sequence of ideas, appropriate facts and relevant, descriptive details

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

**Related Access Points**

Name	Description
LAFS.6.SL.2.AP.5a:	Use captioned pictures, labeled diagrams, tables or other visual displays in presentations when appropriate to support the topic or theme.
LAFS.6.SL.2.AP.5b:	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Cite specific textual evidence to support analysis of science and technical texts.

Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

**Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.**

Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

Write arguments focused on discipline-specific content.

- a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

- b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

- d. Establish and maintain a formal style.

- e. Provide a concluding statement or section that follows from and supports the argument presented.

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

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

- e. Establish and maintain a formal style and objective tone.

- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation  $d = 65t$  to represent the relationship between distance and time.

## Related Access Points

Name	Description
<a href="#">MAFS.6.EE.3.AP.9a:</a>	Write an equation using variables to represent two quantities where one variable represents the dependent variable and the second represents the independent variable.
<a href="#">MAFS.6.EE.3.AP.9b:</a>	Write an expression that illustrates the relationship between two variables from a provided table.

### [MAFS.6.SP.2.4:](#)

Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

## Related Access Points

Name	Description
<a href="#">MAFS.6.SP.2.AP.4a:</a>	Display data on a line plot, such as dot plots, histograms or box plots.

Summarize numerical data sets in relation to their context, such as by:

- a. Reporting the number of observations.
- b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.
- c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
- d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

## Related Access Points

Name	Description
<a href="#">MAFS.6.SP.2.AP.5a:</a>	Collect real-world data by surveying.
<a href="#">MAFS.6.SP.2.AP.5b:</a>	Plot the data.
<a href="#">MAFS.6.SP.2.AP.5c:</a>	Define the mean, mode, and range of the data.

[HE.6.C.1.3:](#) Identify environmental factors that affect personal health.

### Remarks/Examples:

Air and water quality, availability of sidewalks, contaminated food, and road hazards.

## Related Access Points

Name	Description
<a href="#">HE.6.C.1.In.c:</a>	Recognize environmental factors that affect personal health, such as air quality, availability of sidewalks, or spoiled food.
<a href="#">HE.6.C.1.Su.c:</a>	Recognize an environmental factor that affects personal health, such as air quality, availability of sidewalks, or spoiled food.
<a href="#">HE.6.C.1.Pa.c:</a>	Recognize a factor in the school environment that promotes personal health, such as having adequate lighting or a clean environment.

[HE.6.C.1.5:](#) Explain how body systems are impacted by hereditary factors and infectious agents.

### Remarks/Examples:

Cystic fibrosis affects respiratory and a digestive system, sickle-cell anemia affects the circulatory system, and influenza affects the respiratory system.

## Related Access Points

Name	Description
<a href="#">HE.6.C.1.In.e:</a>	Identify likely injuries or illnesses resulting from engaging in unhealthy/risky behaviors, such as obesity related to poor nutrition and inactivity, cancer and chronic lung disease related to tobacco use, injuries caused from failure to use seat restraint, and sexually transmitted diseases.
<a href="#">HE.6.C.1.Su.e:</a>	Recognize likely injuries or illnesses resulting from engaging in an unhealthy behavior, such as obesity related to poor nutrition and inactivity, cancer and chronic lung disease related to tobacco use, injuries caused from failure to use seat restraint, and sexually transmitted diseases.
<a href="#">HE.6.C.1.Pa.e:</a>	Recognize a likely injury or illness from engaging in an unhealthy behavior, such as obesity related to poor nutrition and inactivity or injuries caused from failure to use seat restraint.

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

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

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

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

## Related Certifications

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

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

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

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

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

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

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

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

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

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

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

There are more than 1011 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15490>

# Access M/J Comprehensive Science 2 (#7820016)

{ M/J Comprehensive Science 2 - 2002070 }

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<b>Course Number:</b> 7820016  <b>Course Status:</b> Course Approved <b>Grade Level(s):</b> 6,7,8	<b>Course Path: Section:</b> Exceptional Student Education > <b>Grade Group:</b> Middle/Junior High > <b>Subject:</b> Academics - Subject Areas > <b>Abbreviated Title:</b> ACCESS M/J COMPSCI 2 <b>Course Length:</b> Year (Y) <b>Course Attributes:</b> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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## GENERAL NOTES

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

### English Language Development ELD Standards Special Notes Section:

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

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

## Course Standards

Name	Description								
<a href="#">SC.7.E.6.1:</a>	Describe the layers of the solid Earth, including the lithosphere, the hot convecting mantle, and the dense metallic liquid and solid cores.								
<b>Related Access Points</b>									
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<a href="#">SC.7.E.6.2:</a>	Identify the patterns within the rock cycle and relate them to surface events (weathering and erosion) and sub-surface events (plate tectonics and mountain building).								
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<a href="#">SC.7.E.6.3:</a>	Identify current methods for measuring the age of Earth and its parts, including the law of superposition and radioactive dating.								

### Related Access Points

Name	Description
SC.7.E.6.In.3:	Demonstrate how older rock layers are deposited at the bottom before younger layers (Law of Superposition).
SC.7.E.6.Su.2:	Recognize that mountains change size and shape over a long period of time.
SC.7.E.6.Pa.3:	Recognize that ground on the Earth's surface changes over time.

SC.7.E.6.4: Explain and give examples of how physical evidence supports scientific theories that Earth has evolved over geologic time due to natural processes.

### Related Access Points

Name	Description
SC.7.E.6.In.4:	Identify physical evidence, such as fossils and sedimentary rock, which show how Earth has changed over a very long period of time.
SC.7.E.6.Su.3:	Recognize that fossils are remains or imprints of living things from long ago.
SC.7.E.6.Pa.3:	Recognize that ground on the Earth's surface changes over time.

SC.7.E.6.5: Explore the scientific theory of plate tectonics by describing how the movement of Earth's crustal plates causes both slow and rapid changes in Earth's surface, including volcanic eruptions, earthquakes, and mountain building.

### Related Access Points

Name	Description
SC.7.E.6.In.2:	Recognize that slow changes, such as mountain-building, and fast changes, such as volcanic eruptions, are caused by shifts below Earth's surface.
SC.7.E.6.Su.4:	Recognize the effects of earthquakes and volcanoes.
SC.7.E.6.Pa.2:	Discriminate between surface features of ground on Earth, such as rocky/sandy, flat/hilly, rough/smooth, or solid/liquid.

SC.7.E.6.6: Identify the impact that humans have had on Earth, such as deforestation, urbanization, desertification, erosion, air and water quality, changing the flow of water.

### Related Access Points

Name	Description
SC.7.E.6.In.5:	Recognize that humans have had an impact on Earth, such as polluting the air and water and expanding urban areas and road systems.
SC.7.E.6.Su.5:	Recognize that polluting the air and water can harm Earth.
SC.7.E.6.Pa.3:	Recognize that ground on the Earth's surface changes over time.

SC.7.E.6.7: Recognize that heat flow and movement of material within Earth causes earthquakes and volcanic eruptions, and creates mountains and ocean basins.

### Related Access Points

Name	Description
SC.7.E.6.In.4:	Identify physical evidence, such as fossils and sedimentary rock, which show how Earth has changed over a very long period of time.
SC.7.E.6.Su.4:	Recognize the effects of earthquakes and volcanoes.
SC.7.E.6.Pa.4:	Distinguish between clean and dirty water.

SC.7.L.15.1: Recognize that fossil evidence is consistent with the scientific theory of evolution that living things evolved from earlier species.

### Related Access Points

Name	Description
SC.7.L.15.In.1:	Recognize that fossils help people learn about living things that lived a very long time ago.
SC.7.L.15.Su.1:	Identify fossils as parts of animals and plants that are no longer alive.
SC.7.L.15.Pa.1:	Recognize that living things can die.

SC.7.L.15.2: Explore the scientific theory of evolution by recognizing and explaining ways in which genetic variation and environmental factors contribute to evolution by natural selection and diversity of organisms.

### Related Access Points

Name	Description
SC.7.L.15.In.2:	Recognize that physical characteristics of living things are adapted to deal with the conditions of the environment, such as skin color or gills on a fish.
SC.7.L.15.Su.2:	Recognize that common plants or animals have special features that enable them to live in their environment, such as a fish has gills so it can live underwater.
SC.7.L.15.Pa.2:	Recognize a personal characteristic, such as hair color, that is different from the parents.

SC.7.L.15.3: Explore the scientific theory of evolution by relating how the inability of a species to adapt within a changing environment may contribute to the extinction of that species.

### Related Access Points

Name	Description
SC.7.L.15.In.3:	Explain extinction and give examples.
SC.7.L.15.Su.3:	Recognize that some plants and animals no longer exist (are extinct).
SC.7.L.15.Pa.1:	Recognize that living things can die.

Understand and explain that every organism requires a set of instructions that specifies its traits, that this hereditary information (DNA) contains genes located in the chromosomes of each cell, and that heredity is the passage of these instructions from one generation to another.

**SC.7.L.16.1:**

**Remarks/Examples:**

Integrate [HE.7.C.1.4](#). Describe how heredity can affect personal health.

**Related Access Points**

Name	Description
<a href="#">SC.7.L.16.In.1:</a>	Explain that some characteristics are passed from parent to child (inherited).
<a href="#">SC.7.L.16.Su.1:</a>	Recognize that offspring have similar characteristics to parents.
<a href="#">SC.7.L.16.Pa.1:</a>	Recognize a characteristic passed from parents to self, such as eye color.

**SC.7.L.16.2:**

Determine the probabilities for genotype and phenotype combinations using Punnett Squares and pedigrees.

**Related Access Points**

Name	Description
<a href="#">SC.7.L.16.In.2:</a>	Recognize that it is possible to predict whether a person is likely to inherit a particular trait from parents.
<a href="#">SC.7.L.16.Su.2:</a>	Recognize that animals, including humans, inherit some characteristics from one parent and some from the other.
<a href="#">SC.7.L.16.Pa.1:</a>	Recognize a characteristic passed from parents to self, such as eye color.

**SC.7.L.16.3:**

Compare and contrast the general processes of sexual reproduction requiring meiosis and asexual reproduction requiring mitosis.

**Related Access Points**

Name	Description
<a href="#">SC.7.L.16.In.3:</a>	Explain that offspring receive half their genes from each parent in sexual reproduction.
<a href="#">SC.7.L.16.Su.2:</a>	Recognize that animals, including humans, inherit some characteristics from one parent and some from the other.
<a href="#">SC.7.L.16.Pa.2:</a>	Recognize that children are born from two parents.

**SC.7.L.16.4:**

Recognize and explore the impact of biotechnology (cloning, genetic engineering, artificial selection) on the individual, society and the environment.

**Remarks/Examples:**

Integrate [HE.7.C.1.4](#). Describe how heredity can affect personal health.

**Related Access Points**

Name	Description
<a href="#">SC.7.L.16.In.4:</a>	Recognize that science processes (biotechnology) have been used to develop new foods and medicines.
<a href="#">SC.7.L.16.Su.3:</a>	Recognize that science (biotechnology) has been used to develop new products for use in daily life.
<a href="#">SC.7.L.16.Pa.3:</a>	Recognize common products, such as medicine, developed through science.

**SC.7.L.17.1:**

Explain and illustrate the roles of and relationships among producers, consumers, and decomposers in the process of energy transfer in a food web.

**Related Access Points**

Name	Description
<a href="#">SC.7.L.17.In.1:</a>	Identify that in a simple food chain, energy transfers from the Sun to plants (producers), to animals (consumers), and to organisms that cause decay (decomposers).
<a href="#">SC.7.L.17.Su.1:</a>	Identify different types of consumers in a food chain, including animals that eat plants, animals that eat other animals, and animals that eat plants and animals.
<a href="#">SC.7.L.17.Pa.1:</a>	Recognize that humans eat vegetables and fruits (plants) and meat (animals).

**SC.7.L.17.2:**

Compare and contrast the relationships among organisms such as mutualism, predation, parasitism, competition, and commensalism.

**Related Access Points**

Name	Description
<a href="#">SC.7.L.17.In.2:</a>	Describe how organisms interact with other organisms in an ecosystem to help each other (mutualism), to obtain food (predation), and to benefit at the expense of the other (parasitism).
<a href="#">SC.7.L.17.Su.2:</a>	Recognize how living things affect each other in their habitat (ecosystem).
<a href="#">SC.7.L.17.Pa.2:</a>	Recognize a mutual relationship between people and other living things.

**SC.7.L.17.3:**

Describe and investigate various limiting factors in the local ecosystem and their impact on native populations, including food, shelter, water, space, disease, parasitism, predation, and nesting sites.

**Related Access Points**

Name	Description
<a href="#">SC.7.L.17.In.3:</a>	Recognize that living things compete with each other to get the things they need to live in their local environment.
<a href="#">SC.7.L.17.Su.3:</a>	Identify how a lack of food, water, or shelter affects plants and animals in their habitats.
<a href="#">SC.7.L.17.Pa.3:</a>	Recognize what happens when animals don't get food and water.

Define a problem from the seventh grade curriculum, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigation of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.

[SC.7.N.1.1:](#)

**Remarks/Examples:**

Florida Standards Connections: LAFS.68.RST.1.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

**Related Access Points**

Name	Description
<a href="#">SC.7.N.1.In.1:</a>	Identify a problem from the seventh grade curriculum, use reference materials to gather information, carry out an experiment, collect and record data, and report results.
<a href="#">SC.7.N.1.Su.1:</a>	Recognize a problem from the seventh grade curriculum, use materials to gather information, conduct a simple experiment, and record and share results.
<a href="#">SC.7.N.1.Pa.1:</a>	Recognize a problem related to the seventh grade curriculum, observe and explore objects and activities, and recognize a solution.

[SC.7.N.1.2:](#)

Differentiate replication (by others) from repetition (multiple trials).

**Related Access Points**

Name	Description
<a href="#">SC.7.N.1.In.2:</a>	Recognize the relationship between the end product (dependent variable) and in the input (independent variable) in an experiment.
<a href="#">SC.7.N.1.Su.2:</a>	Recognize what is tested in a simple experiment (dependent variable).
<a href="#">SC.7.N.1.Pa.2:</a>	Recognize observable changes in a simple experiment, such as plant growth.

[SC.7.N.1.3:](#)

Distinguish between an experiment (which must involve the identification and control of variables) and other forms of scientific investigation and explain that not all scientific knowledge is derived from experimentation.

**Related Access Points**

Name	Description
<a href="#">SC.7.N.1.In.3:</a>	Identify questions that can be answered by scientific investigation, such as can a plant grow without sunlight?
<a href="#">SC.7.N.1.Su.3:</a>	Recognize a question that can be answered by scientific investigation, such as can a plant grow without sunlight?
<a href="#">SC.7.N.1.Pa.3:</a>	Associate objects and activities with science.

[SC.7.N.1.4:](#)

Identify test variables (independent variables) and outcome variables (dependent variables) in an experiment.

**Related Access Points**

Name	Description
<a href="#">SC.7.N.1.In.2:</a>	Recognize the relationship between the end product (dependent variable) and in the input (independent variable) in an experiment.
<a href="#">SC.7.N.1.Su.2:</a>	Recognize what is tested in a simple experiment (dependent variable).
<a href="#">SC.7.N.1.Pa.2:</a>	Recognize observable changes in a simple experiment, such as plant growth.

[SC.7.N.1.5:](#)

Describe the methods used in the pursuit of a scientific explanation as seen in different fields of science such as biology, geology, and physics.

**Related Access Points**

Name	Description
<a href="#">SC.7.N.1.In.4:</a>	Identify ways that science can be used to study different areas, such as life science, earth and space science, and physical science.
<a href="#">SC.7.N.1.Su.4:</a>	Recognize that science includes different areas, such as life science, earth and space science, and physical science.
<a href="#">SC.7.N.1.Pa.3:</a>	Associate objects and activities with science.

[SC.7.N.1.6:](#)

Explain that empirical evidence is the cumulative body of observations of a natural phenomenon on which scientific explanations are based.

**Related Access Points**

Name	Description
<a href="#">SC.7.N.1.In.5:</a>	Identify that scientific knowledge is based on a large body of evidence and observations.
<a href="#">SC.7.N.1.Su.5:</a>	Recognize that scientific knowledge is based on evidence and observations.
<a href="#">SC.7.N.1.Pa.3:</a>	Associate objects and activities with science.

[SC.7.N.1.7:](#)

Explain that scientific knowledge is the result of a great deal of debate and confirmation within the science community.

**Related Access Points**

Name	Description
<a href="#">SC.7.N.1.In.3:</a>	Identify questions that can be answered by scientific investigation, such as can a plant grow without sunlight?
<a href="#">SC.7.N.1.Su.3:</a>	Recognize a question that can be answered by scientific investigation, such as can a plant grow without sunlight?
<a href="#">SC.7.N.1.Pa.3:</a>	Associate objects and activities with science.

[SC.7.N.2.1:](#)

Identify an instance from the history of science in which scientific knowledge has changed when new evidence or new interpretations are encountered.

**Related Access Points**

Name	Description
<a href="#">SC.7.N.2.In.1:</a>	Identify an example of a change in scientific knowledge based on new evidence or new interpretations.
<a href="#">SC.7.N.2.Su.1:</a>	Recognize an example of a change in scientific knowledge based on new evidence.

[SC.7.N.3.1:](#) Recognize and explain the difference between theories and laws and give several examples of scientific theories and the evidence that supports them.

**Related Access Points**

Name	Description
<a href="#">SC.7.N.3.In.1:</a>	Identify that scientific theories are explanations and laws describe relationships, and both are supported by evidence.
<a href="#">SC.7.N.3.Su.1:</a>	Recognize that scientific theories and laws are supported by evidence.
<a href="#">SC.7.N.3.Pa.1:</a>	Recognize that people use science to solve problems.

Identify the benefits and limitations of the use of scientific models.

[SC.7.N.3.2:](#)

**Remarks/Examples:**

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

**Related Access Points**

Name	Description
<a href="#">SC.7.N.3.In.2:</a>	Identify a benefit of using a model to explain how things work.
<a href="#">SC.7.N.3.Su.2:</a>	Recognize a benefit of using a model to explain how things work.
<a href="#">SC.7.N.3.Pa.2:</a>	Recognize a model of a common activity.

[SC.7.P.10.1:](#)

Illustrate that the sun's energy arrives as radiation with a wide range of wavelengths, including infrared, visible, and ultraviolet, and that white light is made up of a spectrum of many different colors.

**Related Access Points**

Name	Description
<a href="#">SC.7.P.10.In.1:</a>	Identify that white (visible) light has many colors, such as when viewed with a prism.
<a href="#">SC.7.P.10.Su.1:</a>	Recognize that white (visible) light contains many colors, such as viewed with a prism or rainbow.
<a href="#">SC.7.P.10.Pa.1:</a>	Recognize primary colors of a rainbow.

[SC.7.P.10.2:](#)

Observe and explain that light can be reflected, refracted, and/or absorbed.

**Related Access Points**

Name	Description
<a href="#">SC.7.P.10.In.2:</a>	Recognize that light can be reflected or absorbed.
<a href="#">SC.7.P.10.Su.2:</a>	Recognize that light can be reflected.
<a href="#">SC.7.P.10.Pa.2:</a>	Recognize reflections of objects.

[SC.7.P.10.3:](#)

Recognize that light waves, sound waves, and other waves move at different speeds in different materials.

**Related Access Points**

Name	Description
<a href="#">SC.7.P.10.In.3:</a>	Identify that light and sound travel in wave patterns.
<a href="#">SC.7.P.10.Su.3:</a>	Recognize that sound and light travel.
<a href="#">SC.7.P.10.Pa.3:</a>	Match light and sound to their sources.

[SC.7.P.11.1:](#)

Recognize that adding heat to or removing heat from a system may result in a temperature change and possibly a change of state.

**Related Access Points**

Name	Description
<a href="#">SC.7.P.11.In.1:</a>	Identify that when heat is added or taken away, a temperature change occurs.
<a href="#">SC.7.P.11.Su.1:</a>	Recognize what happens to the temperature when heat is added.
<a href="#">SC.7.P.11.Pa.1:</a>	Recognize that a hot object can make a cold object warm when they touch.

[SC.7.P.11.2:](#)

Investigate and describe the transformation of energy from one form to another.

**Related Access Points**

Name	Description
<a href="#">SC.7.P.11.In.2:</a>	Recognize that one form of energy can change to other forms of energy, such as solar panels change light into electricity.
<a href="#">SC.7.P.11.Su.2:</a>	Recognize that energy can change forms, such as electricity produces light and heat in a lamp.
<a href="#">SC.7.P.11.Pa.2:</a>	Recognize that electrical devices need energy to work.

[SC.7.P.11.3:](#)

Cite evidence to explain that energy cannot be created nor destroyed, only changed from one form to another.

**Related Access Points**

Name	Description
<a href="#">SC.7.P.11.In.2:</a>	Recognize that one form of energy can change to other forms of energy, such as solar panels change light into electricity.
<a href="#">SC.7.P.11.Su.2:</a>	Recognize that energy can change forms, such as electricity produces light and heat in a lamp.
<a href="#">SC.7.P.11.Pa.2:</a>	Recognize that electrical devices need energy to work.

**Related Access Points**

Name	Description
SC.7.P.11.In.3:	Identify examples of the predictable movement of heat, such as hot air rises and heat transfers from hot to cold objects.
SC.7.P.11.Su.3:	Identify that heat rises.
SC.7.P.11.Pa.1:	Recognize that a hot object can make a cold object warm when they touch.

LAFS.68.RST.1.1:	Cite specific textual evidence to support analysis of science and technical texts.
LAFS.68.RST.1.2:	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
LAFS.68.RST.1.3:	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
LAFS.68.RST.2.4:	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.RST.2.5:	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
LAFS.68.RST.2.6:	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
LAFS.68.RST.3.7:	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
LAFS.68.RST.3.8:	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
LAFS.68.RST.3.9:	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
LAFS.68.WHST.1.1:	<p>Write arguments focused on discipline-specific content.</p> <ul style="list-style-type: none"> <li>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
LAFS.68.WHST.1.2:	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style and objective tone.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LAFS.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LAFS.68.WHST.3.7:	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LAFS.68.WHST.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LAFS.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
LAFS.68.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LAFS.7.SL.1.1:	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</li> <li>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</li> </ul>

**Related Access Points**

Name	Description
LAFS.7.SL.1.AP.1a:	Discuss how own view or opinion changes using new information provided by others.
LAFS.7.SL.1.AP.1b:	Describe how the claims within a speaker's argument match own argument.
LAFS.7.SL.1.AP.1c:	Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.

LAFS.7.SL.1.2:	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
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**Related Access Points**

Name	Description
<a href="#">LAFS.7.SL.1.AP.2a:</a>	Critically evaluate main ideas and details presented in diverse media (e.g., visually, personal communication, periodicals, social media) and formats for accuracy.
<a href="#">LAFS.7.SL.1.AP.2b:</a>	Explain if and how ideas presented in diverse media (e.g., visually, personal communication, periodicals, social media) clarify a topic, text or issue under study.
<a href="#">LAFS.7.SL.1.AP.2c:</a>	Identify how information presented in diverse media and formats (e.g., visually, quantitatively, orally) on a topic or text contributes to understanding.

[LAFS.7.SL.1.3:](#)

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

#### Related Access Points

Name	Description
<a href="#">LAFS.7.SL.1.AP.3a:</a>	Evaluate the soundness of reasoning and the relevance and sufficiency of evidence provided in an argument.
<a href="#">LAFS.7.SL.1.AP.3b:</a>	Evaluate the soundness or accuracy of reasons presented to support a claim.

[LAFS.7.SL.2.4:](#)

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

#### Related Access Points

Name	Description
<a href="#">LAFS.7.SL.2.AP.4a:</a>	Present claims and findings, emphasizing salient points in a coherent manner with pertinent descriptions, facts, details and examples.
<a href="#">LAFS.7.SL.2.AP.4b:</a>	Report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details that support the main ideas.

[LAFS.7.SL.2.5:](#)

Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

#### Related Access Points

Name	Description
<a href="#">LAFS.7.SL.2.AP.5a:</a>	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Analyze how environmental factors affect personal health.

[HE.7.C.1.3:](#)

#### Remarks/Examples:

Food refrigeration, appropriate home heating and cooling, air/water quality, and garbage/trash collection.

#### Related Access Points

Name	Description
<a href="#">HE.7.C.1.In.c:</a>	Identify ways environmental factors affect personal health, such as food refrigeration, appropriate home heating and cooling, water quality, and trash- collection services.
<a href="#">HE.7.C.1.Su.c:</a>	Recognize ways selected environmental factors can affect personal health, such as food refrigeration, appropriate home heating and cooling, water quality, and trash-collection services.
<a href="#">HE.7.C.1.Pa.c:</a>	Recognize an environmental factor that affects personal health, such as having appropriate heating and cooling at school or home.

Explain the likelihood of injury or illness if engaging in unhealthy/risky behaviors.

[HE.7.C.1.8:](#)

**Remarks/Examples:**  
Abuse of over-the-counter medications, sexually transmitted diseases and sexually transmitted infections from sexual relationships, injury, or death from unsupervised handling of firearms, and physical/emotional injury, or impact from abusive dating partner.

#### Related Access Points

Name	Description
<a href="#">HE.7.C.1.In.h:</a>	Identify health conditions that are passed from parent to child (inherited), such as sickle-cell anemia, diabetes, heart disease, and acne.
<a href="#">HE.7.C.1.Su.h:</a>	Recognize common health problems that are passed from parent to child (inherited), such as sickle-cell anemia, diabetes, and acne.
<a href="#">HE.7.C.1.Pa.h:</a>	Recognize a common health problem that is passed from parent to child (inherited), such as sickle-cell anemia, diabetes, or acne.

[MAFS.7.SP.2.4:](#)

Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.

#### Related Access Points

Name	Description
<a href="#">MAFS.7.SP.2.AP.4a:</a>	Identify the range (difference), median (middle), mean (average), or mode (most frequent) of two sets of data.
<a href="#">MAFS.7.SP.2.AP.4b:</a>	Make or select an appropriate statement based upon two unequal data sets using measure of central tendency and shape of the distribution.

[MAFS.7.SP.3.5:](#)

Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.

#### Related Access Points

Name	Description
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ELD.K12.ELL.SC.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

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

There are more than 928 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15491>

# Access M/J Comprehensive Science 3 (#7820017)

{ M/J Comprehensive Science 3 - 2002100 }

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<b>Course Number:</b> 7820017 <b>Course Status:</b> Course Approved <b>Grade Level(s):</b> 6,7,8	<b>Course Path: Section:</b> Exceptional Student Education > <b>Grade Group:</b> Middle/Junior High > <b>Subject:</b> Academics - Subject Areas > <b>Abbreviated Title:</b> ACCESS M/J COMPSCI 3 <b>Course Length:</b> Year (Y) <b>Course Attributes:</b> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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## GENERAL NOTES

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

### English Language Development ELD Standards Special Notes Section:

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

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

### Additional Instructional Resources:

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

## Course Standards

Name	Description
<a href="#">SC.8.E.5.1:</a>	Recognize that there are enormous distances between objects in space and apply our knowledge of light and space travel to understand this distance.
<b>Related Access Points</b>	
<b>Name</b>	<b>Description</b>
<a href="#">SC.8.E.5.In.1:</a>	Compare the distances of the Moon, the Sun, and other stars from the Earth.
<a href="#">SC.8.E.5.Su.1:</a>	Identify the relative positions of the Sun and the Moon from Earth.
<a href="#">SC.8.E.5.Pa.1:</a>	Recognize that the Moon is closer to Earth than the Sun.
<a href="#">SC.8.E.5.2:</a>	Recognize that the universe contains many billions of galaxies and that each galaxy contains many billions of stars.
<b>Related Access Points</b>	
<b>Name</b>	<b>Description</b>
<a href="#">SC.8.E.5.In.2:</a>	Identify that the Earth and Sun are a part of the Milky Way galaxy.
<a href="#">SC.8.E.5.Su.2:</a>	Recognize that the Solar System is part of a galaxy.
<a href="#">SC.8.E.5.Pa.1:</a>	Recognize that the Moon is closer to Earth than the Sun.

**SC.8.E.5.3:**

Distinguish the hierarchical relationships between planets and other astronomical bodies relative to solar system, galaxy, and universe, including distance, size, and composition.

**Related Access Points**

Name	Description
SC.8.E.5.In.3:	Identify Earth's position in the Solar System, and its size relative to the Moon and Sun.
SC.8.E.5.Su.3:	Identify that there are planets and moons in the Solar System.
SC.8.E.5.Pa.1:	Recognize that the Moon is closer to Earth than the Sun.

**SC.8.E.5.4:**

Explore the Law of Universal Gravitation by explaining the role that gravity plays in the formation of planets, stars, and solar systems and in determining their motions.

**Related Access Points**

Name	Description
SC.8.E.5.In.4:	Identify gravity as the force that holds orbiting planets in place in the Solar System.
SC.8.E.5.Su.3:	Identify that there are planets and moons in the Solar System.
SC.8.E.5.Pa.1:	Recognize that the Moon is closer to Earth than the Sun.

**SC.8.E.5.5:**

Describe and classify specific physical properties of stars: apparent magnitude (brightness), temperature (color), size, and luminosity (absolute brightness).

**Related Access Points**

Name	Description
SC.8.E.5.In.5:	Identify differences in physical properties of stars, such as brightness, color, and size.
SC.8.E.5.Su.4:	Recognize that the Sun is the closest star to Earth and appears large and bright.
SC.8.E.5.Pa.2:	Recognize the Sun and stars as objects in space.

**SC.8.E.5.6:**

Create models of solar properties including: rotation, structure of the Sun, convection, sunspots, solar flares, and prominences.

**Remarks/Examples:**

Florida Standards Connections: MAFS.K12.MP.4: Model with mathematics and MAFS.K12.MP.7: Look for and make use of structure.

**Related Access Points**

Name	Description
SC.8.E.5.In.6:	Describe the Sun as a mass of hot, burning gases that produces very high temperatures.
SC.8.E.5.Su.5:	Recognize that the Sun is made of gases that are on fire.
SC.8.E.5.Pa.2:	Recognize the Sun and stars as objects in space.

**SC.8.E.5.7:**

Compare and contrast the properties of objects in the Solar System including the Sun, planets, and moons to those of Earth, such as gravitational force, distance from the Sun, speed, movement, temperature, and atmospheric conditions.

**Related Access Points**

Name	Description
SC.8.E.5.In.7:	Compare conditions on other planets in the Solar System to those on Earth, such as gravity, temperature, and atmosphere.
SC.8.E.5.Su.6:	Recognize that conditions on other planets in the Solar System are different than those on Earth.
SC.8.E.5.Pa.2:	Recognize the Sun and stars as objects in space.

**SC.8.E.5.8:**

Compare various historical models of the Solar System, including geocentric and heliocentric.

**Remarks/Examples:**

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

**Related Access Points**

Name	Description
SC.8.E.5.In.8:	Identify that long ago people thought the Sun traveled around Earth (geocentric model) until scientists proved otherwise.
SC.8.E.5.Su.3:	Identify that there are planets and moons in the Solar System.
SC.8.E.5.Pa.1:	Recognize that the Moon is closer to Earth than the Sun.

**SC.8.E.5.9:**

Explain the impact of objects in space on each other including:

1. the Sun on the Earth including seasons and gravitational attraction
2. the Moon on the Earth, including phases, tides, and eclipses, and the relative position of each body.

**Related Access Points**

Name	Description
SC.8.E.5.In.10:	Recognize that the Moon's revolution around the Earth takes about thirty days.
SC.8.E.5.In.9:	Recognize that the four seasons are related to Earth's position as it travels (revolves) around the Sun.
SC.8.E.5.Su.7:	Recognize that Earth revolves around the Sun creating the four seasons.
SC.8.E.5.Pa.3:	Recognize the four seasons.

Assess how technology is essential to science for such purposes as access to outer space and other remote locations, sample collection, measurement,

[SC.8.E.5.10:](#)

data collection and storage, computation, and communication of information.

**Remarks/Examples:**

Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically; and, MAFS.K12.MP.6: Attend to precision.

**Related Access Points**

Name	Description
<a href="#">SC.8.E.5.In.11:</a>	Identify technology used by scientists to locate, view, and study objects in space.
<a href="#">SC.8.E.5.Su.8:</a>	Recognize that scientists use special tools to examine objects in space.
<a href="#">SC.8.E.5.Pa.4:</a>	Recognize a technology tool created for space exploration and adapted for personal use, such as computers, telescopes, or satellites.

[SC.8.E.5.11:](#)

Identify and compare characteristics of the electromagnetic spectrum such as wavelength, frequency, use, and hazards and recognize its application to an understanding of planetary images and satellite photographs.

**Related Access Points**

Name	Description
<a href="#">SC.8.E.5.In.12:</a>	Recognize that technology allows special cameras and satellites to take pictures of objects in space.
<a href="#">SC.8.E.5.Su.8:</a>	Recognize that scientists use special tools to examine objects in space.
<a href="#">SC.8.E.5.Pa.4:</a>	Recognize a technology tool created for space exploration and adapted for personal use, such as computers, telescopes, or satellites.

[SC.8.E.5.12:](#)

Summarize the effects of space exploration on the economy and culture of Florida.

**Related Access Points**

Name	Description
<a href="#">SC.8.E.5.In.13:</a>	Identify effects of space research and exploration on Florida's economy.
<a href="#">SC.8.E.5.Su.9:</a>	Identify an effect space exploration has had on Florida's economy.
<a href="#">SC.8.E.5.Pa.4:</a>	Recognize a technology tool created for space exploration and adapted for personal use, such as computers, telescopes, or satellites.

[SC.8.L.18.1:](#)

Describe and investigate the process of photosynthesis, such as the roles of light, carbon dioxide, water and chlorophyll; production of food; release of oxygen.

**Related Access Points**

Name	Description
<a href="#">SC.8.L.18.In.1:</a>	Identify structures in plants that enable them to use the energy from the Sun to make their own food through a process called photosynthesis.
<a href="#">SC.8.L.18.Su.1:</a>	Recognize that plants make their own food through a process called photosynthesis.
<a href="#">SC.8.L.18.Pa.1:</a>	Recognize that plants need water and light to grow.

[SC.8.L.18.2:](#)

Describe and investigate how cellular respiration breaks down food to provide energy and releases carbon dioxide.

**Related Access Points**

Name	Description
<a href="#">SC.8.L.18.In.2:</a>	Recognize that cells break down food to release energy.
<a href="#">SC.8.L.18.Su.2:</a>	Recognize that plants and animals get energy from food.
<a href="#">SC.8.L.18.Pa.2:</a>	Recognize that food provides energy.

[SC.8.L.18.3:](#)

Construct a scientific model of the carbon cycle to show how matter and energy are continuously transferred within and between organisms and their physical environment.

**Remarks/Examples:**

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

**Related Access Points**

Name	Description
<a href="#">SC.8.L.18.In.3:</a>	Illustrate a model that shows how carbon is cycled between plants and animals.
<a href="#">SC.8.L.18.Su.3:</a>	Recognize that plants use the carbon dioxide that animals breathe out.
<a href="#">SC.8.L.18.Pa.2:</a>	Recognize that food provides energy.

[SC.8.L.18.4:](#)

Cite evidence that living systems follow the Laws of Conservation of Mass and Energy.

**Related Access Points**

Name	Description
<a href="#">SC.8.L.18.In.4:</a>	Identify the flow of energy from the Sun as it is transferred along a food chain.
<a href="#">SC.8.L.18.Su.4:</a>	Recognize that plants get energy from the Sun and that energy is transferred to the animals that eat the plants.
<a href="#">SC.8.L.18.Pa.2:</a>	Recognize that food provides energy.

[SC.8.N.1.1:](#)

Define a problem from the eighth grade curriculum using appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.

**Related Access Points**

Name	Description
<a href="#">SC.8.N.1.In.1:</a>	Identify a problem from the eighth grade curriculum, use reference materials to gather information, carry out an experiment, collect and record data, and report results.
<a href="#">SC.8.N.1.Su.1:</a>	Recognize a problem from the eighth grade curriculum, use materials to gather information, conduct a simple experiment, and record and share results.
<a href="#">SC.8.N.1.Pa.1:</a>	Recognize a problem related to the eighth grade curriculum, observe and explore objects and activities, and recognize a solution.

[SC.8.N.1.2:](#) Design and conduct a study using repeated trials and replication.

#### Related Access Points

Name	Description
<a href="#">SC.8.N.1.In.1:</a>	Identify a problem from the eighth grade curriculum, use reference materials to gather information, carry out an experiment, collect and record data, and report results.
<a href="#">SC.8.N.1.Su.1:</a>	Recognize a problem from the eighth grade curriculum, use materials to gather information, conduct a simple experiment, and record and share results.
<a href="#">SC.8.N.1.Pa.1:</a>	Recognize a problem related to the eighth grade curriculum, observe and explore objects and activities, and recognize a solution.

[SC.8.N.1.3:](#) Use phrases such as "results support" or "fail to support" in science, understanding that science does not offer conclusive 'proof' of a knowledge claim.

#### Related Access Points

Name	Description
<a href="#">SC.8.N.1.In.1:</a>	Identify a problem from the eighth grade curriculum, use reference materials to gather information, carry out an experiment, collect and record data, and report results.
<a href="#">SC.8.N.1.Su.1:</a>	Recognize a problem from the eighth grade curriculum, use materials to gather information, conduct a simple experiment, and record and share results.
<a href="#">SC.8.N.1.Pa.1:</a>	Recognize a problem related to the eighth grade curriculum, observe and explore objects and activities, and recognize a solution.

[SC.8.N.1.4:](#) Explain how hypotheses are valuable if they lead to further investigations, even if they turn out not to be supported by the data.

#### Related Access Points

Name	Description
<a href="#">SC.8.N.1.In.2:</a>	Identify a possible explanation (hypothesis) for a science problem.
<a href="#">SC.8.N.1.Su.2:</a>	Recognize a possible explanation (hypothesis) for a science problem.
<a href="#">SC.8.N.1.Pa.2:</a>	Recognize science as a way to solve problems about the natural world.

[SC.8.N.1.5:](#) Analyze the methods used to develop a scientific explanation as seen in different fields of science.

#### Related Access Points

Name	Description
<a href="#">SC.8.N.1.In.3:</a>	Identify methods used in different areas of science, such as life science, earth and space science, and physical science.
<a href="#">SC.8.N.1.Su.3:</a>	Recognize methods used in different areas of science, such as life science, earth and space science, and physical science.
<a href="#">SC.8.N.1.Pa.2:</a>	Recognize science as a way to solve problems about the natural world.

[SC.8.N.1.6:](#) Understand that scientific investigations involve the collection of relevant empirical evidence, the use of logical reasoning, and the application of imagination in devising hypotheses, predictions, explanations and models to make sense of the collected evidence.

#### Remarks/Examples:

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

#### Related Access Points

Name	Description
<a href="#">SC.8.N.1.In.4:</a>	Identify that the process used in scientific investigations involves asking a research question, forming a hypothesis, reviewing what is already known, collecting evidence through observations or experiments, determining results, and reaching conclusions.
<a href="#">SC.8.N.1.Su.4:</a>	Recognize that the basic process used in scientific investigations involves questioning, observing, and recording and sharing results.
<a href="#">SC.8.N.1.Pa.2:</a>	Recognize science as a way to solve problems about the natural world.

[SC.8.N.2.1:](#) Distinguish between scientific and pseudoscientific ideas.

#### Remarks/Examples:

Science is testable, pseudo-science is not science seeks falsifications, pseudo-science seeks confirmations (e.g. astrology is pseudoscience).

#### Related Access Points

Name	Description
<a href="#">SC.8.N.2.In.1:</a>	Identify that scientific knowledge must be supported by evidence.
<a href="#">SC.8.N.2.Su.1:</a>	Recognize examples of evidence that supports scientific knowledge.
<a href="#">SC.8.N.2.Pa.1:</a>	Recognize an example of observable evidence related to science.

[SC.8.N.2.2:](#) Discuss what characterizes science and its methods.

#### Remarks/Examples:

Science is the systematic, organized inquiry that is derived from observations and experimentation that can be verified through testing to explain natural phenomena.

### Related Access Points

Name	Description
SC.8.N.2.In.1:	Identify that scientific knowledge must be supported by evidence.
SC.8.N.2.Su.1:	Recognize examples of evidence that supports scientific knowledge.
SC.8.N.2.Pa.1:	Recognize an example of observable evidence related to science.

Select models useful in relating the results of their own investigations.

SC.8.N.3.1:

### Remarks/Examples:

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

### Related Access Points

Name	Description
SC.8.N.3.In.1:	Identify models used in the context of one's own study of science.
SC.8.N.3.Su.1:	Recognize models used in the context of one's own study of science.
SC.8.N.3.Pa.1:	Associate a model with an activity used in the context of one's own study of science.

SC.8.N.3.2:

Explain why theories may be modified but are rarely discarded.

### Related Access Points

Name	Description
SC.8.N.3.In.2:	Identify that scientific theories can change.
SC.8.N.3.Su.2:	Recognize that scientific theories can change.
SC.8.N.3.Pa.2:	Observe and recognize a cause-effect relationship related to a science topic.

SC.8.N.4.1.1:

Explain that science is one of the processes that can be used to inform decision making at the community, state, national, and international levels.

### Related Access Points

Name	Description
SC.8.N.4.In.1:	Identify ways that science processes can be used to make informed decisions in the community, state, and nation.
SC.8.N.4.Su.1:	Recognize that science processes can be used to help people in the community and state make wise choices.
SC.8.N.4.Pa.1:	Recognize a way science is used in the community.

SC.8.N.4.2:

Explain how political, social, and economic concerns can affect science, and vice versa.

### Related Access Points

Name	Description
SC.8.N.4.In.1:	Identify ways that science processes can be used to make informed decisions in the community, state, and nation.
SC.8.N.4.Su.1:	Recognize that science processes can be used to help people in the community and state make wise choices.
SC.8.N.4.Pa.1:	Recognize a way science is used in the community.

Explore the scientific theory of atoms (also known as atomic theory) by using models to explain the motion of particles in solids, liquids, and gases.

### Remarks/Examples:

Recognize that matter is composed of discrete units called atoms and atoms are composed of sub-atomic particles called protons, neutrons, and electrons. Solid is the state in which intermolecular attractions keep the molecules in fixed spatial relationships. Liquid is the state in which intermolecular attractions keep molecules in proximity, but not in fixed relationships. Gas is the state in which molecules are comparatively separated and intermolecular attractions have relatively little effect on their respective motions.

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

### Related Access Points

Name	Description
SC.8.P.8.In.1:	Compare properties of solids, liquids, and gases.
SC.8.P.8.Su.1:	Recognize three states of matter, including solids, liquids, and gases.
SC.8.P.8.Pa.1:	Recognize examples of the gaseous state of matter, such as steam or smoke.

SC.8.P.8.2:

Differentiate between weight and mass recognizing that weight is the amount of gravitational pull on an object and is distinct from, though proportional to, mass.

### Related Access Points

Name	Description
SC.8.P.8.In.2:	Recognize that the weight of an object is related to the pull of gravity.
SC.8.P.8.Su.2:	Compare the weight of different sized objects.
SC.8.P.8.Pa.2:	Recognize the heavier of two objects.

Explore and describe the densities of various materials through measurement of their masses and volumes.

### Remarks/Examples:

Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically and, MAFS.K12.MP.6: Attend to precision.

### Related Access Points

Name	Description
SC.8.P.8.In.3:	Observe and compare the density of various materials.
SC.8.P.8.Su.3:	Recognize that smaller objects can weigh more than bigger objects because of density.
SC.8.P.8.Pa.1:	Recognize examples of the gaseous state of matter, such as steam or smoke.

SC.8.P.8.4: Classify and compare substances on the basis of characteristic physical properties that can be demonstrated or measured; for example, density, thermal or electrical conductivity, solubility, magnetic properties, melting and boiling points, and know that these properties are independent of the amount of the sample.

#### Remarks/Examples:

Florida Standards Connections: MAFS.K12.MP.5: Use appropriate tools strategically and, MAFS.K12.MP.6: Attend to precision.

### Related Access Points

Name	Description
SC.8.P.8.In.4:	Observe and compare substances based on their physical properties, such as thermal and electrical conductivity, solubility, or magnetic properties.
SC.8.P.8.Su.4:	Observe and compare substances by physical properties, such as weight, size, boiling and melting points, and magnetic properties.
SC.8.P.8.Pa.3:	Recognize substances by physical properties, such as weight (heavy and light), size (big and small), and temperature (hot and cold).

SC.8.P.8.5: Recognize that there are a finite number of elements and that their atoms combine in a multitude of ways to produce compounds that make up all of the living and nonliving things that we encounter.

#### Remarks/Examples:

Demonstrate with atomic models how atoms can combine in many ways. Explain why there are many, but limited, combinations. Use models to demonstrate the conservation of mass in modeled chemical reactions.

### Related Access Points

Name	Description
SC.8.P.8.In.5:	Recognize that common elements combine in different ways to make up all living and nonliving things.
SC.8.P.8.Su.5:	Recognize that parts of matter can be separated in tiny particles.
SC.8.P.8.Pa.5:	Separate a mixture into its parts.

SC.8.P.8.6: Recognize that elements are grouped in the periodic table according to similarities of their properties.

### Related Access Points

Name	Description
SC.8.P.8.In.6:	Identify common elements, such as oxygen, iron, and carbon.
SC.8.P.8.Su.6:	Recognize examples of common elements, such as carbon or iron.
SC.8.P.8.Pa.5:	Separate a mixture into its parts.

SC.8.P.8.7: 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).

#### Remarks/Examples:

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

### Related Access Points

Name	Description
SC.8.P.8.In.7:	Identify that matter is made of small particles called atoms.
SC.8.P.8.Su.5:	Recognize that parts of matter can be separated in tiny particles.
SC.8.P.8.Pa.5:	Separate a mixture into its parts.

SC.8.P.8.8: Identify basic examples of and compare and classify the properties of compounds, including acids, bases, and salts.

### Related Access Points

Name	Description
SC.8.P.8.In.8:	Identify common acids, such as lemon juice and vinegar, and bases, such as baking soda and ammonia, and their hazardous properties.
SC.8.P.8.Su.7:	Recognize common acids, such as vinegar, and bases, such as ammonia, and their hazardous properties.
SC.8.P.8.Pa.4:	Recognize common acids as safe or harmful.

SC.8.P.8.9: Distinguish among mixtures (including solutions) and pure substances.

#### Remarks/Examples:

Pure substances include elements and compounds. Mixtures are classified as heterogeneous (mixtures) or homogeneous (solutions). Methods for separating mixtures include: distillation, chromatography, reverse osmosis, diffusion through semi-permeable membranes.

### Related Access Points

Name	Description
SC.8.P.8.In.2:	Recognize that the weight of an object is related to the pull of gravity.
SC.8.P.8.Su.8:	Recognize examples of pure substances and mixtures.

**SC.8.P.9.1:**

Explore the Law of Conservation of Mass by demonstrating and concluding that mass is conserved when substances undergo physical and chemical changes.

**Related Access Points**

Name	Description
<a href="#">SC.8.P.9.In.1:</a>	Observe and classify changes in matter as physical (reversible) or chemical (irreversible).
<a href="#">SC.8.P.9.Su.1:</a>	Observe and recognize physical changes in matter as able to change back (reversible), such as water to ice, and chemical changes of matter as unable to change back (irreversible), such as cake to cake batter.
<a href="#">SC.8.P.9.Pa.1:</a>	Recognize an example of a physical change, such as ice changing to water.
<a href="#">SC.8.P.9.Pa.2:</a>	Recognize that heat influences changes (chemical) in matter, such as cooking.

**SC.8.P.9.2:**

Differentiate between physical changes and chemical changes.

**Related Access Points**

Name	Description
<a href="#">SC.8.P.9.In.1:</a>	Observe and classify changes in matter as physical (reversible) or chemical (irreversible).
<a href="#">SC.8.P.9.Su.1:</a>	Observe and recognize physical changes in matter as able to change back (reversible), such as water to ice, and chemical changes of matter as unable to change back (irreversible), such as cake to cake batter.
<a href="#">SC.8.P.9.Pa.1:</a>	Recognize an example of a physical change, such as ice changing to water.
<a href="#">SC.8.P.9.Pa.2:</a>	Recognize that heat influences changes (chemical) in matter, such as cooking.

**SC.8.P.9.3:**

Investigate and describe how temperature influences chemical changes.

**Related Access Points**

Name	Description
<a href="#">SC.8.P.9.In.2:</a>	Observe and identify how temperature influences chemical changes.
<a href="#">SC.8.P.9.Su.2:</a>	Observe and recognize changes caused by heat on substances.
<a href="#">SC.8.P.9.Pa.2:</a>	Recognize that heat influences changes (chemical) in matter, such as cooking.

[LAFS.68.RH.1.1:](#)

Cite specific textual evidence to support analysis of primary and secondary sources.

[LAFS.68.RH.1.2:](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

[LAFS.68.RH.1.3:](#)

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

[LAFS.68.RH.2.4:](#)

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

[LAFS.68.RH.2.5:](#)

Describe how a text presents information (e.g., sequentially, comparatively, causally).

[LAFS.68.RH.2.6:](#)

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

[LAFS.68.RH.3.7:](#)

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

[LAFS.68.RH.3.8:](#)

Distinguish among fact, opinion, and reasoned judgment in a text.

[LAFS.68.RH.3.9:](#)

Analyze the relationship between a primary and secondary source on the same topic.

[LAFS.68.RH.4.10:](#)

**By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.**

Write arguments focused on discipline-specific content.

- Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.

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

- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style and objective tone.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.

[LAFS.68.WHST.1.1:](#)

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

[LAFS.68.WHST.1.2:](#)

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

[LAFS.68.WHST.1.6:](#)

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

[LAFS.68.WHST.3.7:](#)

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

[LAFS.68.WHST.3.8:](#)

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

[LAFS.68.WHST.3.9:](#)

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

**LAFS.68.WHST.4.10:**

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**Related Access Points**

Name	Description
<a href="#">LAFS.8.SL.1.AP.1a:</a>	Use information and feedback to refine understanding.
<a href="#">LAFS.8.SL.1.AP.1b:</a>	Use information and feedback to clarify meaning for readers.
<a href="#">LAFS.8.SL.1.AP.1c:</a>	Discuss how own view or opinion changes using new information provided by others.

**LAFS.8.SL.1.2:**

Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

**Related Access Points**

Name	Description
<a href="#">LAFS.8.SL.1.AP.2a:</a>	Analyze the purpose of information presented in diverse media (e.g., visually, personal communication, periodicals, social media).
<a href="#">LAFS.8.SL.1.AP.2b:</a>	Identify the motives behind information presented in diverse media and formats (e.g., visually, personal communication, periodicals, social media).
<a href="#">LAFS.8.SL.1.AP.2c:</a>	Evaluate the motives and purpose behind information presented in diverse media and formats for persuasive reasons.

**LAFS.8.SL.1.3:**

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

**Related Access Points**

Name	Description
<a href="#">LAFS.8.SL.1.AP.3a:</a>	Evaluate the soundness of reasoning and the relevance and sufficiency of evidence provided in an argument.
<a href="#">LAFS.8.SL.1.AP.3b:</a>	Identify when irrelevant evidence is introduced within an argument.
<a href="#">LAFS.8.SL.1.AP.3c:</a>	Evaluate the soundness or accuracy (e.g., Does the author have multiple sources to validate information?) of reasons presented to support a claim.

**LAFS.8.SL.2.4:**

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

**Related Access Points**

Name	Description
<a href="#">LAFS.8.SL.2.AP.4a:</a>	Present claims and findings, emphasizing salient points in a coherent manner with relevant evidence.
<a href="#">LAFS.8.SL.2.AP.4b:</a>	Report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details that support the main ideas.

**LAFS.8.SL.2.5:**

Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

**Related Access Points**

Name	Description
<a href="#">LAFS.8.SL.2.AP.5a:</a>	With guidance and support, determine and include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.

**MAFS.8.EE.2.5:****Remarks/Examples:****Examples of Opportunities for In-Depth Focus**

When students work toward meeting this standard, they build on grades 6–7 work with proportions and position themselves for grade 8 work with functions and the equation of a line.

**Related Access Points**

Name	Description
<a href="#">MAFS.8.EE.2.AP.5a:</a>	Define rise/run (slope) for linear equations plotted on a coordinate plane.

Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.

**Remarks/Examples:****Fluency Expectations or Examples of Culminating Standards**

**MAFS.8.G.3.9:**

When students learn to solve problems involving volumes of cones, cylinders, and spheres — together with their previous grade 7 work in angle measure, area, surface area and volume (7.G.2.4–2.6) — they will have acquired a well-developed set of geometric measurement skills. These skills, along with proportional reasoning (7.RP) and multistep numerical problem solving (7.EE.2.3), can be combined and used in flexible ways as part of modeling during high school — not to mention after high school for college and careers.

**Related Access Points**

Name	Description
MAFS.8.G.3.AP.9a:	Using a calculator, apply the formula to find the volume of three-dimensional shapes (i.e., cubes, spheres and cylinders).

**ELD.K12.ELL.SC.1:**

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

**ELD.K12.ELL.SI.1:**

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

**Related Certifications**

Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Chemistry (Grades 6-12)
Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Biology (Grades 6-12)
Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Physics (Grades 6-12)
Varying Exceptionalities (Elementary and Secondary Grades K-12) Plus Earth/Space Science (Grades 6-12)
Elementary Education (Grades K-6) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)
Elementary Education (Elementary Grades 1-6) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)
Science (Elementary Grades 1-6) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)
Science (Secondary Grades 7-12) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)
Middle Grades General Science (Middle Grades 5-9) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)
Chemistry (Grades 6-12) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)
Emotionally Handicapped (Elementary and Secondary Grades K-12) Plus Biology (Grades 6-12)
Physics (Grades 6-12) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)
Earth/Space Science (Grades 6-12) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)
Elementary Education (Grades K-6) Plus Specific Learning Disabilities (Elementary and Secondary Grades K-12)
Specific Learning Disabilities (Elementary and Secondary Grades K-12) Plus Elementary Education (Elementary Grades 1-6)
Specific Learning Disabilities (Elementary and Secondary Grades K-12) Plus Science (Elementary Grades 1-6)
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Elementary Education (Grades K-6) Plus Exceptional Student Education (Elementary and Secondary Grades K-12)
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There are more than 843 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15492>

# M/J Access Health: 6-8 (#7820020)

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<b>Course Number:</b> 7820020  <b>Course Status:</b> Course Approved <b>Grade Level(s):</b> 6,7,8	<b>Course Path: Section:</b> Exceptional Student Education > <b>Grade Group:</b> Middle/Junior High > <b>Subject:</b> Academics - Subject Areas > <b>Abbreviated Title:</b> M/J ACC HEALTH:6-8 <b>Course Length:</b> Year (Y) <b>Course Attributes:</b> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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## GENERAL NOTES

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

### English Language Development (ELD) Standards Special Notes Section:

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

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

## Course Standards

Name	Description								
<a href="#">HE.6.B.3.1:</a>	<p>Examine the validity of health information, and determine the cost of health products, and services.</p> <p><b>Remarks/Examples:</b> Advertisements, Internet, infomercials, articles, flyers, diet supplements, generic vs. name brand, individual fitness plan vs. gym membership, and private lessons vs. recreational play.</p>								
<b>Related Access Points</b>									
	<table border="1"> <thead> <tr> <th>Name</th><th>Description</th></tr> </thead> <tbody> <tr> <td><a href="#">HE.6.B.3.In.a:</a></td><td>Identify the validity of selected health information for a product and a service, such as an advertisement, Internet, infomercial, article, and flyer.</td></tr> <tr> <td><a href="#">HE.6.B.3.Su.a:</a></td><td>Recognize the validity of selected health information for a product or service, such as an advertisement, Internet, infomercial, article, or flyer.</td></tr> <tr> <td><a href="#">HE.6.B.3.Pa.a:</a></td><td>Recognize a health-related product or service.</td></tr> </tbody> </table>	Name	Description	<a href="#">HE.6.B.3.In.a:</a>	Identify the validity of selected health information for a product and a service, such as an advertisement, Internet, infomercial, article, and flyer.	<a href="#">HE.6.B.3.Su.a:</a>	Recognize the validity of selected health information for a product or service, such as an advertisement, Internet, infomercial, article, or flyer.	<a href="#">HE.6.B.3.Pa.a:</a>	Recognize a health-related product or service.
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<a href="#">HE.6.B.3.Pa.a:</a>	Recognize a health-related product or service.								
<a href="#">HE.6.B.3.3:</a>	<p>Investigate a variety of technologies to gather health information.</p> <p><b>Remarks/Examples:</b> Thermometer, television, Internet, audio books, and technology tools.</p>								
<b>Related Access Points</b>									
	<table border="1"> <thead> <tr> <th>Name</th><th>Description</th></tr> </thead> <tbody> <tr> <td><a href="#">HE.6.B.3.In.c:</a></td><td>Use technology to gather health information, such as a computer, thermometer, phone, television, or audio book.</td></tr> <tr> <td><a href="#">HE.6.B.3.Su.c:</a></td><td>Use selected technology to identify health information, such as a computer, thermometer, phone, television, or audio book.</td></tr> <tr> <td><a href="#">HE.6.B.3.Pa.c:</a></td><td>Use technology to recognize selected health information, such as a computer, television, or audio book.</td></tr> </tbody> </table>	Name	Description	<a href="#">HE.6.B.3.In.c:</a>	Use technology to gather health information, such as a computer, thermometer, phone, television, or audio book.	<a href="#">HE.6.B.3.Su.c:</a>	Use selected technology to identify health information, such as a computer, thermometer, phone, television, or audio book.	<a href="#">HE.6.B.3.Pa.c:</a>	Use technology to recognize selected health information, such as a computer, television, or audio book.
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<a href="#">HE.6.B.3.Pa.c:</a>	Use technology to recognize selected health information, such as a computer, television, or audio book.								
<a href="#">HE.6.B.3.4:</a>	<p>Describe situations when professional health services may be required.</p> <p><b>Remarks/Examples:</b></p>								

**Related Access Points**

Name	Description
<a href="#">HE.6.B.3.In.d:</a>	Identify selected situations when professional health services may be required, such as for injuries, influenza, depression, substance use and abuse, child abuse, and domestic violence.
<a href="#">HE.6.B.3.Su.d:</a>	Recognize selected situations when professional health services may be required, such as for injuries, influenza, depression, substance use and abuse, child abuse, and domestic violence.
<a href="#">HE.6.B.3.Pa.d:</a>	Associate a situation with the need for a professional health service, such as for injury or illness.

Determine strategies to improve effective verbal- and nonverbal-communication skills to enhance health.

**Remarks/Examples:**

Role playing, short stories, and open-ended scenarios.

**Related Access Points**

Name	Description
<a href="#">HE.6.B.4.In.a:</a>	Determine a strategy to improve effective verbal- and nonverbal-communication skills to enhance health, such as role-playing or open-ended scenarios.
<a href="#">HE.6.B.4.Su.a:</a>	Use a strategy to improve effective verbal- and nonverbal-communication skills to enhance health, such as role-playing or open-ended scenarios.
<a href="#">HE.6.B.4.Pa.a:</a>	Use a communication strategy to express wants, needs, or requests to enhance health.

Practice refusal skills and negotiation skills to reduce health risks.

**Remarks/Examples:**

Assertiveness, compromising, and use of "I" messages.

**Related Access Points**

Name	Description
<a href="#">HE.6.B.4.In.b:</a>	Apply selected refusal and negotiation skills to reduce personal health risks, such as being assertive, compromising, and using "I" messages.
<a href="#">HE.6.B.4.Su.b:</a>	Demonstrate a refusal or negotiation skill to reduce personal health risks, such as being assertive, compromising, or using "I" messages.
<a href="#">HE.6.B.4.Pa.b:</a>	Use a refusal skill to reduce personal health risks at school, such as being assertive or using "I" messages.

Demonstrate effective conflict-management and/or resolution strategies.

**Remarks/Examples:**

Talk to an adult, anger management, and conflict mediation.

**Related Access Points**

Name	Description
<a href="#">HE.6.B.4.In.c:</a>	Use selected conflict- management or resolution strategies, such as talking to an adult, managing anger effectively, and using conflict mediators.
<a href="#">HE.6.B.4.Su.c:</a>	Model a nonviolent way to resolve a conflict, such as talking to an adult, managing anger effectively, or using conflict mediators.
<a href="#">HE.6.B.4.Pa.c:</a>	Recognize a nonviolent way to resolve a conflict in the classroom, such as getting help from an adult.

Compile ways to ask for assistance to enhance the health of self and others.

**Remarks/Examples:**

Verbalize, write, and ask others for help.

**Related Access Points**

Name	Description
<a href="#">HE.6.B.4.In.d:</a>	Identify ways to ask for assistance to enhance the health of self and others, such as verbal or written requests for assistance, and asking others for help.
<a href="#">HE.6.B.4.Su.d:</a>	Recognize ways to ask for assistance to enhance the health of self and others, such as verbal or written requests for assistance, and asking others for help.
<a href="#">HE.6.B.4.Pa.d:</a>	Use a communication strategy to express wants, needs, or requests to enhance health.

Investigate health-related situations that require the application of a thoughtful decision-making process.

**Remarks/Examples:**

Peer pressure, exposure to unsupervised firearms, and tobacco use.

**Related Access Points**

Name	Description
<a href="#">HE.6.B.5.In.1:</a>	Identify a health-related situation that requires the application of a thoughtful decision-making process, such as peer pressure, exposure to an unsupervised firearm, or tobacco use.
<a href="#">HE.6.B.5.Su.1:</a>	Recognize a health-related situation that requires the application of a thoughtful decision-making process, such as peer pressure, exposure to an unsupervised firearm, or tobacco use.
<a href="#">HE.6.B.5.Pa.1:</a>	Recognize a health-related situation in which a decision is required, such as peer pressure, exposure to an unsupervised firearm, or tobacco use.

Choose healthy alternatives over unhealthy alternatives when making a decision.

HE.6.B.5.2:

**Remarks/Examples:**

Not smoking, limiting sedentary activity, and practicing good character.

**Related Access Points**

Name	Description
<u>HE.6.B.5.In.2:</u>	Determine a healthy alternative over an unhealthy alternative when making a decision, such as not smoking, limiting sedentary activity, and practicing good character.
<u>HE.6.B.5.Su.2:</u>	Recognize a healthy alternative over an unhealthy alternative when making a decision, such as not smoking, limiting sedentary activity, and practicing good character.
<u>HE.6.B.5.Pa.2:</u>	Recognize a healthy alternative when making a decision, such as not smoking, limiting sedentary activity, or practicing good character.

Specify the potential outcomes of each option when making a health-related decision.

HE.6.B.5.3:

**Remarks/Examples:**

Physical, social, emotional, financial, and legal consequences, and emergency preparedness.

**Related Access Points**

Name	Description
<u>HE.6.B.5.In.3:</u>	Recognize the potential outcomes of each option when making a health-related decision, such as physical, social, emotional, financial, and legal consequences.
<u>HE.6.B.5.Su.3:</u>	Recognize a potential outcome of each option when making a health-related decision, such as physical, social, emotional, financial, or legal consequences.
<u>HE.6.B.5.Pa.3:</u>	Recognize a potential outcome of a selected option when making a health-related decision, such as physical, social, emotional, financial, or legal consequences.

Distinguish between the need for individual or collaborative decision-making.

HE.6.B.5.4:

**Remarks/Examples:**

Consider the severity of the situation, consider personal skills, and consider when someone is a danger to self or others.

**Related Access Points**

Name	Description
<u>HE.6.B.5.In.4:</u>	Recognize the need for individual or collaborative decision making, such as peer pressure to smoke, considering the severity of the situation, and assessing personal skills and abilities.
<u>HE.6.B.5.Su.4:</u>	Recognize the need for individual or collaborative decision making in selected situations, such as peer pressure to smoke, considering the severity of the situation, and assessing personal skills and abilities.
<u>HE.6.B.5.Pa.4:</u>	Recognize the need for individual or collaborative decision making in a selected situation, such as peer pressure to smoke, considering the severity of the situation, and personal skills and abilities.

Predict the potential outcomes of a health-related decision.

HE.6.B.5.5:

**Remarks/Examples:**

Prescription drug use/abuse, eating disorders, depression, and sexual behavior.

**Related Access Points**

Name	Description
<u>HE.6.B.5.In.5:</u>	Identify circumstances that can help or hinder healthy decision making, such as peer pressure, refusal skills, knowledge/information, healthcare access, and family eating habits.
<u>HE.6.B.5.Su.5:</u>	Identify a circumstance that can help or hinder healthy decision making, such as peer pressure, refusal skills, knowledge/information, healthcare access, and family eating habits.
<u>HE.6.B.5.Pa.5:</u>	Recognize selected circumstances that can help or hinder healthy decision making, such as peer pressure, refusal skills, knowledge/information, healthcare access, and family eating habits.

Use various methods to measure personal health status.

HE.6.B.6.1:

**Remarks/Examples:**

BMI, surveys, heart-rate monitors, pedometer, blood-pressure cuff, and stress-management techniques.

**Related Access Points**

Name	Description
<u>HE.6.B.6.In.1:</u>	Use selected methods to measure personal health status, such as BMI, surveys, a heart-rate monitor, and a pedometer.
<u>HE.6.B.6.Su.1:</u>	Use a selected method to measure personal health status, such as BMI, surveys, a heart-rate monitor, or a pedometer.
<u>HE.6.B.6.Pa.1:</u>	Use a guided method to identify personal health status, such as BMI, surveys, a heart-rate monitor, or a pedometer.

Develop an individual goal to adopt, maintain, or improve a personal health practice.

HE.6.B.6.2:

**Remarks/Examples:**

Physical activity, eating habits, safety habits, computer use/safety, bullying-prevention skills, and personal hygiene.

**Related Access Points**

Name	Description
<a href="#">HE.6.B.6.In.2:</a>	Follow specified steps to develop an individual goal to adopt, maintain, or improve a personal health practice, such as physical activity, eating habits, safety habits, computer use and safety, bullying-prevention skills, or personal hygiene.
<a href="#">HE.6.B.6.Su.2:</a>	Identify an individual goal to adopt, maintain, or improve personal health practice, such as physical activity, eating habits, safety habits, computer use and safety, bullying-prevention skills, or personal hygiene.
<a href="#">HE.6.B.6.Pa.2:</a>	Recognize an individual goal to adopt, maintain, or improve a personal health practice, such as participating in physical activity, having good safety and eating habits, or maintaining good hygiene.

Determine strategies and skills needed to attain a personal health goal.

[HE.6.B.6.3:](#)

**Remarks/Examples:**

Journaling, daily checklists, calorie counting, use of pedometers, participation in support groups, and injury-prevention measures.

**Related Access Points**

Name	Description
<a href="#">HE.6.B.6.In.3:</a>	Identify strategies and skills needed to attain a personal health goal, such as journaling, using daily checklists, counting calories, using pedometers, participating in support groups, and using injury-prevention measures.
<a href="#">HE.6.B.6.Su.3:</a>	Recognize strategies and skills needed to attain a personal health goal, such as journaling, using daily checklists, counting calories, using pedometers, participating in support groups, and using injury-prevention measures.
<a href="#">HE.6.B.6.Pa.3:</a>	Recognize a skill needed to attain a personal health goal, such as tracking activity through journaling and using daily checklists.

Monitor progress toward attaining a personal health goal.

[HE.6.B.6.4:](#)

**Remarks/Examples:**

Checklist, diary, log, computer software, and websites.

**Related Access Points**

Name	Description
<a href="#">HE.6.B.6.In.4:</a>	Identify progress toward attaining a personal health goal, such as a using a checklist, diary, log, computer software, and websites.
<a href="#">HE.6.B.6.Su.4:</a>	Track progress toward attaining a personal health goal, such as a checklist, diary, log, computer software, or websites.
<a href="#">HE.6.B.6.Pa.4:</a>	Check progress toward a personal health goal, such as following a picture sequence or using a chart.

Describe how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated.

[HE.6.C.1.2:](#)

**Remarks/Examples:**

Nutrition/mental alertness, interpersonal conflicts/emotional stress, sleep/physical stamina, and hunger/solving problems.

**Related Access Points**

Name	Description
<a href="#">HE.6.C.1.In.b:</a>	Identify how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated, such as eating well helps one stay alert in class, getting along with others helps decrease stress, and getting enough sleep helps one have more energy.
<a href="#">HE.6.C.1.Su.b:</a>	Recognize that the dimensions of health are interrelated, such as that physical health impacts emotional health.
<a href="#">HE.6.C.1.Pa.b:</a>	Recognize physical and emotional aspects of health, such as eating habits and expressing feelings.

Identify environmental factors that affect personal health.

[HE.6.C.1.3:](#)

**Remarks/Examples:**

Air and water quality, availability of sidewalks, contaminated food, and road hazards.

**Related Access Points**

Name	Description
<a href="#">HE.6.C.1.In.c:</a>	Recognize environmental factors that affect personal health, such as air quality, availability of sidewalks, or spoiled food.
<a href="#">HE.6.C.1.Su.c:</a>	Recognize an environmental factor that affects personal health, such as air quality, availability of sidewalks, or spoiled food.
<a href="#">HE.6.C.1.Pa.c:</a>	Recognize a factor in the school environment that promotes personal health, such as having adequate lighting or a clean environment.

Identify health problems and concerns common to adolescents including reproductive development.

[HE.6.C.1.4:](#)

**Remarks/Examples:**

Acne, eating disorders, suicide/depression, and puberty.

**Related Access Points**

Name	Description
<a href="#">HE.6.C.1.In.d:</a>	Recognize health problems and concerns common to adolescents, including reproductive development, acne, eating disorders, suicide/depression, and changes related to puberty.
<a href="#">HE.6.C.1.Su.d:</a>	Recognize a health problem and concern that is common to adolescents, including reproductive development, acne, eating disorders, suicide/depression, or changes related to puberty.
<a href="#">HE.6.C.1.Pa.d:</a>	Associate a common personal-health problem or issue with adolescents, such as acne or changes related to puberty.

Explain how body systems are impacted by hereditary factors and infectious agents.

[HE.6.C.1.5:](#)

**Remarks/Examples:**

Cystic fibrosis affects respiratory and a digestive system, sickle-cell anemia affects the circulatory system, and influenza affects the respiratory system.

### Related Access Points

Name	Description
<a href="#">HE.6.C.1.In.e:</a>	Identify likely injuries or illnesses resulting from engaging in unhealthy/risky behaviors, such as obesity related to poor nutrition and inactivity, cancer and chronic lung disease related to tobacco use, injuries caused from failure to use seat restraint, and sexually transmitted diseases.
<a href="#">HE.6.C.1.Su.e:</a>	Recognize likely injuries or illnesses resulting from engaging in an unhealthy behavior, such as obesity related to poor nutrition and inactivity, cancer and chronic lung disease related to tobacco use, injuries caused from failure to use seat restraint, and sexually transmitted diseases.
<a href="#">HE.6.C.1.Pa.e:</a>	Recognize a likely injury or illness from engaging in an unhealthy behavior, such as obesity related to poor nutrition and inactivity or injuries caused from failure to use seat restraint.

Examine how appropriate health care can promote personal health.

[HE.6.C.1.6:](#)

#### Remarks/Examples:

Orthodontia, substance-abuse misuse prevention, hearing and vision screening, and prevention of communicable diseases.

### Related Access Points

Name	Description
<a href="#">HE.6.C.1.In.f:</a>	Recognize that some health conditions are caused by infection, such as strep throat and influenza.
<a href="#">HE.6.C.1.Su.f:</a>	Recognize a health condition that is caused by infection, such as strep throat or influenza.
<a href="#">HE.6.C.1.Pa.f:</a>	Associate a health condition with infection, such as strep throat or influenza.

Recognize how heredity can affect personal health.

[HE.6.C.1.7:](#)

#### Remarks/Examples:

Risk factors for diseases such as heart disease or cancers, poor vision, and allergies/asthma.

### Related Access Points

Name	Description
<a href="#">HE.6.C.1.In.g:</a>	Identify how regular health care can promote personal health, such as going to the dentist or orthodontist, having medical checkups and screenings, and seeing a counselor.
<a href="#">HE.6.C.1.Su.g:</a>	Recognize how regular health care can promote personal health, such as going to the dentist or orthodontist, having medical checkups and screenings, and seeing a counselor.
<a href="#">HE.6.C.1.Pa.g:</a>	Associate regular health care with personal health, such as going to the dentist or orthodontist, having medical checkups and screenings, and seeing a counselor.

Examine the likelihood of injury or illness if engaging in unhealthy/risky behaviors.

[HE.6.C.1.8:](#)

#### Remarks/Examples:

Obesity related to poor nutrition and inactivity, cancer and chronic lung disease related to tobacco use, injuries caused from failure to use seat restraint, and sexually transmitted diseases caused by sexual activity.

### Related Access Points

Name	Description
<a href="#">HE.6.C.1.In.h:</a>	Recognize that certain characteristics are passed from parents to children (heredity), such as physical appearance, gender, and race.
<a href="#">HE.6.C.1.Su.h:</a>	Recognize a characteristic that is passed from parents to children (heredity), such as physical appearance, gender, or race.
<a href="#">HE.6.C.1.Pa.h:</a>	Associate a physical characteristic passed from parents to children, such as hair or eye color.

Examine how family influences the health of adolescents.

[HE.6.C.2.1:](#)

#### Remarks/Examples:

Controls for media viewing and social networking, consistent family rules, family's diet and physical activity, and family modeling relationship behaviors.

### Related Access Points

Name	Description
<a href="#">HE.6.C.2.In.a:</a>	Identify how family influences the health of adolescents, such as the family controlling media viewing, having consistent family rules, and how the family settles disagreements.
<a href="#">HE.6.C.2.Su.a:</a>	Recognize ways that family influences the health of adolescents, such as the family controlling media viewing, having consistent family rules, and how the family settles disagreements.
<a href="#">HE.6.C.2.Pa.a:</a>	Recognize a way that family influences the health of adolescents, such as the family controlling media viewing, having consistent family rules, and how the family settles disagreements.

Examine how peers influence the health of adolescents.

[HE.6.C.2.2:](#)

#### Remarks/Examples:

Conflict resolution skills, reproductive-health misinformation, and spreading rumors.

### Related Access Points

Name	Description
<a href="#">HE.6.C.2.In.b:</a>	Identify ways peers may influence the health of adolescents, such as using conflict resolution and negotiation skills, providing incorrect reproductive-health information, and spreading rumors.

**HE.6.C.2.Su.b:** Recognize ways peers may influence the health of adolescents, such as using conflict resolution and negotiation skills, providing incorrect reproductive-health information, and spreading rumors.

**HE.6.C.2.Pa.b:** Recognize a way peers may influence the health of adolescents, such as using conflict resolution and negotiation skills, providing incorrect reproductive-health information, or spreading rumors.

**HE.6.C.2.3:** Identify the impact of health information conveyed to students by the school and community.

**Remarks/Examples:**

First-aid education program, refusal-skills practice, and healthy body composition: BMI.

**Related Access Points**

Name	Description
<b>HE.6.C.2.In.c:</b>	Recognize health information conveyed to students by the school and community, such as first-aid education programs, refusal-skills practice, and healthy body composition and body mass index (BMI).
<b>HE.6.C.2.Su.c:</b>	Recognize selected health information conveyed to students by the school and community, such as first-aid education programs, refusal-skills practice, and healthy body composition and body mass index (BMI).
<b>HE.6.C.2.Pa.c:</b>	Recognize one type of health information conveyed to students by the school, such as first-aid education programs, refusal-skills practice, and healthy body composition, and body mass index (BMI).

**HE.6.C.2.4:** Investigate school and public health policies that influence health promotion and disease prevention.

**Remarks/Examples:**

Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.

**Related Access Points**

Name	Description
<b>HE.6.C.2.In.d:</b>	Recognize school and public health policies that influence health promotion and disease prevention, such as fitness reports for students, school-zone speeding laws, and school-district wellness policies.
<b>HE.6.C.2.Su.d:</b>	Recognize a school or public health policy that influences health promotion and disease prevention, such as fitness reports for students, school-zone speeding laws, or school-district wellness policies.
<b>HE.6.C.2.Pa.d:</b>	Recognize a school policy that influences health promotion and disease prevention, such as fitness reports of students, school-zone speeding laws, or school-district wellness policies.

**HE.6.C.2.5:** Examine how media influences peer and community health behaviors.

**Remarks/Examples:**

Derogatory lyrics in music, anti-drug PSAs, sports beverage commercials, and Internet safety.

**Related Access Points**

Name	Description
<b>HE.6.C.2.In.e:</b>	Identify how the media influences peer and community health behaviors, such as by airing derogatory music lyrics, anti-drug public-service announcements, and sports beverage commercials.
<b>HE.6.C.2.Su.e:</b>	Recognize how the media influences peer and community health behaviors, such as by airing derogatory music lyrics, anti-drug public-service announcements, and sports beverage commercials.
<b>HE.6.C.2.Pa.e:</b>	Recognize a way the media can influence peer or community health behaviors, such as by airing derogatory music lyrics, anti-drug public-service announcements, or sports beverage commercials.

**HE.6.C.2.6:** Propose ways that technology can influence peer and community health behaviors.

**Remarks/Examples:**

Internet social media/networking sites, heart-rate monitors, and cross-walk signals.

**Related Access Points**

Name	Description
<b>HE.6.C.2.In.f:</b>	Identify ways technology can influence peer and community health behaviors, such as the use of Internet social-networking sites, heart-rate monitors, and crosswalk signals.
<b>HE.6.C.2.Su.f:</b>	Identify a way technology can influence peer or community health behaviors, such as Internet social-networking sites, heart-rate monitors, or crosswalk signals.
<b>HE.6.C.2.Pa.f:</b>	Recognize a way that technology can influence peer or community health behaviors, such as Internet social-networking sites, heart-rate monitors, or crosswalk signals.

**HE.6.C.2.7:** Investigate cultural changes related to health beliefs and behaviors.

**Remarks/Examples:**

School breakfast programs, fast-food menus, and nutritional guidelines for snack machines, fitness programs, and school wellness programs.

**Related Access Points**

Name	Description
<b>HE.6.C.2.In.g:</b>	Recognize cultural changes related to health beliefs and behaviors, such as the availability of school breakfast programs, fast-food menus, and fitness programs.
<b>HE.6.C.2.Su.g:</b>	Recognize a cultural change related to health beliefs and behaviors, such as the availability of school-breakfast programs, fast-food menus, and fitness programs.
<b>HE.6.C.2.Pa.g:</b>	Recognize a way the behavior of others may relate to personal health behavior, such as using inhalants, using seat belts, or walking or biking instead of riding in a vehicle to a close location.

Determine how social norms may impact healthy and unhealthy behavior.

[HE.6.C.2.8:](#)

**Remarks/Examples:**

Alcohol, tobacco and inhalant-use, bullying behaviors, and walking/biking vs. riding in a vehicle to a close location.

**Related Access Points**

Name	Description
<a href="#">HE.6.C.2.In.h:</a>	Recognize how social norms may impact healthy and unhealthy behaviors, such as using inhalants, wearing seat belts, and walking or biking instead of riding in a vehicle to a close location.
<a href="#">HE.6.C.2.Su.h:</a>	Recognize a way social norms may impact healthy and unhealthy behaviors, such as using inhalants, using seat belts, or walking or biking instead of riding in a vehicle to a close location.
<a href="#">HE.6.C.2.Pa.h:</a>	Recognize a way a behavior of others may relate to personal health behavior, such as using inhalants, using seat belts, or walking or biking instead of riding in a vehicle to a close location.

Identify the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.

[HE.6.C.2.9:](#)

**Remarks/Examples:**

Curiosity, interests, fears, likes, and dislikes.

**Related Access Points**

Name	Description
<a href="#">HE.6.C.2.In.i:</a>	Identify the influence of personal values and beliefs on individual health practices and behaviors, such as participating in sports, using over-the-counter drugs, and wearing seat belts.
<a href="#">HE.6.C.2.Su.i:</a>	Recognize an influence of personal values and beliefs on individual health practices and behaviors, such as participating in sports, using over-the-counter drugs, and wearing seat belts.
<a href="#">HE.6.C.2.Pa.i:</a>	Associate a personal belief with an individual health practice, such as participating in sports, using over-the-counter drugs, or wearing seat belts.

Explain the importance of assuming responsibility for personal-health behaviors.

[HE.6.P.7.1:](#)

**Remarks/Examples:**

Medical/dental checkups, resisting peer pressure, and healthy relationships.

**Related Access Points**

Name	Description
<a href="#">HE.6.P.7.In.1:</a>	Identify the importance of assuming responsibility for personal-health behaviors, such as having medical and dental checkups, resisting peer pressure, and having healthy relationships.
<a href="#">HE.6.P.7.Su.1:</a>	Recognize the importance of assuming responsibility for personal-health behaviors, such as having medical and dental checkups, resisting peer pressure, and having healthy relationships.
<a href="#">HE.6.P.7.Pa.1:</a>	Recognize important personal-health behaviors.

Write about healthy practices and behaviors that will maintain or improve personal health and reduce health risks.

[HE.6.P.7.2:](#)

**Remarks/Examples:**

Hygiene, healthy relationship skills, sleep, fitness, influences of advertising, internet safety, and avoidance of substance abuse including inhalants.

**Related Access Points**

Name	Description
<a href="#">HE.6.P.7.In.2:</a>	Describe selected healthy practices and behaviors that will maintain or improve personal health, and reduce health risks such as having good hygiene, having healthy relationships with peers, getting adequate sleep, staying fit, refusing inhalants, and using the internet safely.
<a href="#">HE.6.P.7.Su.2:</a>	Identify a healthy practice and behavior that will maintain or improve personal health and reduce health risks, such as getting adequate sleep, having good hygiene, having healthy peer relationships, staying fit, refusing inhalants, or using the internet safely.
<a href="#">HE.6.P.7.Pa.2:</a>	Recognize a healthy practice or behavior that will maintain or improve personal health, such as good hygiene, healthy peer relationships, or adequate sleep.

Practice how to influence and support others when making positive health choices.

[HE.6.P.8.1:](#)

**Remarks/Examples:**

Encourage others to read food labels, promote physical activity, encourage practice of universal precautions, and leading by example.

**Related Access Points**

Name	Description
<a href="#">HE.6.P.8.In.1:</a>	Practice selected ways to influence and support others when making positive health choices, such as encouraging others to read food labels, promoting physical activity, and encouraging the practice of universal precautions.
<a href="#">HE.6.P.8.Su.1:</a>	Practice a way to influence and support others when making positive health choices, such as encouraging others to read food labels, promoting physical activity, and encouraging the practice of universal precautions.
<a href="#">HE.6.P.8.Pa.1:</a>	Reinforce a positive health choice of others, such as encouraging others to eat healthy food, participating in physical activity, and practicing universal precautions.

State a health-enhancing position on a topic and support it with accurate information.

[HE.6.P.8.2:](#)

**Remarks/Examples:**

**Related Access Points**

Name	Description
<a href="#">HE.6.P.8.In.2:</a>	Identify reasons why a selected health-enhancing position is desirable, such as tobacco laws, zero- tolerance laws, or drinking laws.
<a href="#">HE.6.P.8.Su.2:</a>	Recognize reasons why a selected health-enhancing position is desirable, such as tobacco laws, zero- tolerance laws, or drinking laws.
<a href="#">HE.6.P.8.Pa.2:</a>	Recognize a selected health-enhancing position, such as tobacco laws, zero-tolerance laws, or drinking laws.

Work cooperatively to advocate for healthy individuals, families, and schools.

[HE.6.P.8.3:](#)

**Remarks/Examples:**

Media campaigns, posters, skits, and PSAs.

**Related Access Points**

Name	Description
<a href="#">HE.6.P.8.In.3:</a>	Work with others to advocate for healthy individuals and schools, such as media campaigns, posters, and skits.
<a href="#">HE.6.P.8.Su.3:</a>	Work with others to promote selected healthy practices for individuals and schools, such as media campaigns, posters, and skits.
<a href="#">HE.6.P.8.Pa.3:</a>	Work with others to promote a healthy practice for individuals and schools, such as media campaigns, posters, and skits.

Identify ways health messages and communication techniques can be targeted for different audiences.

[HE.6.P.8.4:](#)

**Remarks/Examples:**

Surveys, advertisements, music, and clothing.

**Related Access Points**

Name	Description
<a href="#">HE.6.P.8.In.4:</a>	Identify a way a health message or communication technique is altered for different audiences, such as in surveys, advertisements, music, and clothing.
<a href="#">HE.6.P.8.Su.4:</a>	Recognize a way a health message is altered for a selected audience, such as in surveys, advertisements, music, and clothing.
<a href="#">HE.6.P.8.Pa.4:</a>	Recognize a health message for a selected target audience, such as drinking milk for children.

Analyze the validity of health information, products, and services.

[HE.7.B.3.1:](#)

**Remarks/Examples:**

Advertisements, health-claim articles, personal-care product claims, and tobacco-use information, internet searches, store visits, newspaper use, phonebook search, and personal call to sources for information.

**Related Access Points**

Name	Description
<a href="#">HE.7.B.3.In.a:</a>	Identify the validity of health information, products, and services, such as advertisements, health-claim articles, personal-care product claims, and tobacco-use information.
<a href="#">HE.7.B.3.Su.a:</a>	Recognize the validity of selected health information, product, and service, such as advertisements, health-claim articles, personal-care product claims, or tobacco-use information.
<a href="#">HE.7.B.3.Pa.a:</a>	Distinguish between a product or service that promotes health and one that does not, such as toothpaste and cigarettes.

Compare a variety of technologies to gather health information.

[HE.7.B.3.3:](#)

**Remarks/Examples:**

WebMD vs. Wikipedia, home blood pressure/thermometer vs. physician's office equipment, and mobile diagnostic imaging vs. hospital MRI.

**Related Access Points**

Name	Description
<a href="#">HE.7.B.3.In.c:</a>	Identify two different forms of technology that can be used to gather health information such as home blood pressure/thermometer vs. physician's office equipment.
<a href="#">HE.7.B.3.Su.c:</a>	Recognize two different forms of technology that can be used to gather health information such as home blood pressure/thermometer vs. physician's office equipment.
<a href="#">HE.7.B.3.Pa.c:</a>	Recognize that there are a variety of technologies that can be used to gather health information such as WebMD and Wikipedia.

Differentiate among professional health services that may be required.

[HE.7.B.3.4:](#)

**Remarks/Examples:**

Dentist vs. orthodontist, family physician vs. specialist, and school guidance counselor vs. psychologist.

**Related Access Points**

Name	Description
<a href="#">HE.7.B.3.In.d:</a>	Identify professional health services that may be required for common health needs, such as dental cleanings, orthodontics, family-physician services, and counseling services.
<a href="#">HE.7.B.3.Su.d:</a>	Recognize professional health services that may be required for common health needs, such as dental cleanings, orthodontics, family-physician services, and counseling services.
<a href="#">HE.7.B.3.Pa.d:</a>	Recognize a professional health service that may be required for a common health need, such as dental cleanings or family-physician services.

Apply effective communication skills when interacting with others to enhance health.

HE.7.B.4.1:

**Remarks/Examples:**

Clear and concise words, nonverbal language, discussion, "I" messages, and assertive vs. passive or aggressive communication.

**Related Access Points**

Name	Description
HE.7.B.4.In.a:	Use selected skills for communicating effectively with family, peers, and others to enhance health, such as using clear and concise words, nonverbal language, discussion, and "I" messages.
HE.7.B.4.Su.a:	Use selected skills for communicating effectively with family and peers to enhance health, such as using clear and concise words, nonverbal language, or "I" messages.
HE.7.B.4.Pa.a:	Use more than one way to communicate personal wants and needs to others to enhance health, such as verbalizing and choosing from options.

Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks.

HE.7.B.4.2:

**Remarks/Examples:**

Working together, compromise, direct statement, peer mediation, personal boundaries, and reflective listening.

**Related Access Points**

Name	Description
HE.7.B.4.In.b:	Use selected refusal, negotiation, and collaboration skills that enhance health and avoid or reduce health risks, such as using direct statements, working together, and compromising.
HE.7.B.4.Su.b:	Identify selected refusal, negotiation, and collaboration skills that enhance health and avoid or reduce health risks, such as using direct statements, working together, and compromising.
HE.7.B.4.Pa.b:	Recognize a refusal, a negotiation, and a collaboration skill that enhances health or reduces health risk in the classroom, such as using direct statements, working together, or compromising.

Articulate the possible causes of conflict among youth in schools and communities.

HE.7.B.4.3:

**Remarks/Examples:**

Ethnic prejudice and diversity, substance use, group dynamics, relationship issues/dating violence, gossip/rumors, and sexual identity.

**Related Access Points**

Name	Description
HE.7.B.4.In.c:	Identify possible causes of conflict among youth in schools and communities, such as ethnic prejudice and diversity, substance use, and group dynamics.
HE.7.B.4.Su.c:	Recognize possible causes of conflict among youth in schools and communities, such as ethnic prejudice and diversity, substance use, and group dynamics.
HE.7.B.4.Pa.c:	Recognize a possible cause of conflict among youth in schools, such as ethnic prejudice, and diversity or substance use.

Demonstrate how to ask for assistance to enhance the health of self and others.

HE.7.B.4.4:

**Remarks/Examples:**

"I" messages, ask on behalf of a friend, written request, riding in a vehicle with someone who is intoxicated, and bullying.

**Related Access Points**

Name	Description
HE.7.B.4.In.d:	Model common ways to ask for assistance to enhance personal health of self and others, such as using "I" messages, asking on behalf of a friend, and making a written request.
HE.7.B.4.Su.d:	Model a positive way to ask for assistance to enhance personal health of self and others, such as using "I" messages, asking on behalf of a friend, or making a written request.
HE.7.B.4.Pa.d:	Recognize a positive way to ask for assistance to enhance health of self and others, such as using "I" messages, or asking on behalf of a friend.

Predict when health-related situations require the application of a thoughtful decision-making process.

HE.7.B.5.1:

**Remarks/Examples:**

Prescription drug use/abuse, riding in a vehicle with an underage driver, selecting nutritious foods, mental-health issues, determining whether a relationship is healthy, sexual activity/abstinence, and cheating.

**Related Access Points**

Name	Description
HE.7.B.5.In.1:	Identify health-related situations that require the application of a thoughtful decision-making process, such as prescription-drug use and abuse, riding in a vehicle with an underage driver, selecting nutritious foods, and dealing with mental-health issues.
HE.7.B.5.Su.1:	Recognize health-related situations that require the application of a thoughtful decision-making process, such as prescription-drug use and abuse, riding in a vehicle with an underage driver, selecting nutritious foods, and dealing with mental-health issues.
HE.7.B.5.Pa.1:	Recognize selected health-related situations in which a decision is required, such as prescription-drug use and abuse, riding in a vehicle with an underage driver, selecting nutritious foods, and dealing with mental-health issues.

Select healthy alternatives over unhealthy alternatives when making a decision.

HE.7.B.5.2:

**Remarks/Examples:**

Proper prescription-drug use, using safety equipment, Internet safety, and managing stress.

### Related Access Points

Name	Description
<a href="#">HE.7.B.5.In.2:</a>	Choose a healthy alternative over an unhealthy alternative when making a decision, such as prescription-drug use and abuse, using safety equipment, and being safe on the computer and Internet.
<a href="#">HE.7.B.5.Su.2:</a>	Determine a healthy alternative over an unhealthy alternative when making a decision, such as prescription-drug use and abuse, using safety equipment, and being safe on the computer, and Internet.
<a href="#">HE.7.B.5.Pa.2:</a>	Recognize healthy alternatives when making a decision, such as prescription-drug use and abuse, using safety equipment, and being safe on the computer and Internet.

Determine when individual or collaborative decision-making is appropriate.

#### HE.7.B.5.4:

### Remarks/Examples:

Over-the-counter drug use, harassment, gang involvement; and can the outcome result in harm or loss of life?

### Related Access Points

Name	Description
<a href="#">HE.7.B.5.In.d:</a>	Identify when individual or collaborative decision-making is appropriate, such as over-the-counter drug use, harassment, and gang involvement.
<a href="#">HE.7.B.5.Su.d:</a>	Identify when individual or collaborative decision-making is required in selected health-related situations, such as over-the-counter drug use, harassment, and gang involvement.
<a href="#">HE.7.B.5.Pa.d:</a>	Recognize the need for individual or collaborative decision making in selected situations, such as over-the-counter drug use, harassment, and gang involvement.

Predict the short and long-term consequences of engaging in health-risk behaviors.

#### HE.7.B.5.5:

### Remarks/Examples:

Driving under the influence, lack of exercise, and poor diet.

### Related Access Points

Name	Description
<a href="#">HE.7.B.5.In.e:</a>	Identify similarities in circumstances that can help or hinder healthy decision making, such as knowledge of prescription-drug use and abuse, home and community environment, access to information, and knowledge, and misinformation.
<a href="#">HE.7.B.5.Su.e:</a>	Identify selected circumstances that can help or hinder healthy decision making, such as knowledge of prescription-drug use and abuse, home and community environment, access to information, and knowledge, and misinformation.
<a href="#">HE.7.B.5.Pa.e:</a>	Recognize circumstances that can help or hinder healthy decision making, such as knowledge of prescription-drug use and abuse, home and community environment, access to information, and knowledge, and misinformation.

Analyze personal beliefs as they relate to health practices.

#### HE.7.B.6.1:

### Remarks/Examples:

Weight management through physical activity, disease prevention through hand washing, sharing personal information, and abstinence.

### Related Access Points

Name	Description
<a href="#">HE.7.B.6.In.1:</a>	Identify personal beliefs as they relate to health practices, such as weight management through physical activity, disease prevention through hand washing, sharing personal information, and website security.
<a href="#">HE.7.B.6.Su.1:</a>	Recognize personal beliefs as they relate to health practices, such as weight management through physical activity, disease prevention through hand washing, sharing personal information, and website security.
<a href="#">HE.7.B.6.Pa.1:</a>	Recognize a personal belief as it relates to a health practice, such as weight management through physical activity, disease prevention through hand washing, and possible avoidance of physical activities resulting from fear of participation.

Devise an individual goal (short or long term) to adopt, maintain, or improve a personal health practice.

#### HE.7.B.6.2:

### Remarks/Examples:

Participation in organized activities/sports, eating breakfast, safety habits, computer use/safety, and conflict resolution.

### Related Access Points

Name	Description
<a href="#">HE.7.B.6.In.2:</a>	Use selected procedures to develop an individual goal to adopt, maintain, or improve a personal health practice, such as participation in organized activities or sports, eating breakfast, safety habits, computer use and safety, and conflict resolution.
<a href="#">HE.7.B.6.Su.2:</a>	Follow specified steps to develop an individual goal to adopt, maintain, or improve a personal health practice, such as participation in organized activities or sports, eating breakfast, safety habits, computer use and safety, and conflict resolution.
<a href="#">HE.7.B.6.Pa.2:</a>	Identify an individual goal to adopt, maintain, or improve a personal health practice, such as participation in organized activities or sports, eating breakfast, safety habits, computer use and safety, and conflict resolution.

Explain strategies and skills needed to assess progress and maintenance of a personal health goal.

#### HE.7.B.6.3:

### Remarks/Examples:

Journaling, daily checklists, calorie counting, use of pedometers, participation in support groups, and rewarding milestones.

### Related Access Points

Name	Description
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<b>HE.7.B.6.In.3:</b>	Describe selected strategies and skills needed to attain/maintain a personal health goal, such as journaling; using daily checklists, calorie counters, or pedometers; and participating in support groups.
<b>HE.7.B.6.Su.3:</b>	Identify a strategy or skill to attain/maintain a personal health goal, such as journaling; using daily checklists, calorie counters, or pedometers; or participating in support groups.
<b>HE.7.B.6.Pa.3:</b>	Recognize a strategy needed to attain/maintain a personal health goal, such as using calorie counters or pedometers, and participating in support groups.

Compare and contrast the effects of healthy and unhealthy behaviors on personal health, including reproductive health.

**Remarks/Examples:**

Teen pregnancy, caloric balance, time management, and conflict resolution.

**Related Access Points**

Name	Description
<b>HE.7.C.1.In.a:</b>	Identify the effects of healthy and unhealthy behaviors on personal health—including reproductive health—such as knowing the consequences of teen pregnancy, managing time effectively to reduce stress, eating junk foods and gaining weight, or not resolving conflicts and emotional health.
<b>HE.7.C.1.Su.a:</b>	Recognize the effects of healthy and unhealthy behaviors on personal health—including reproductive health—such as knowing the consequences of teen pregnancy, managing time effectively to reduce stress, eating junk foods and gaining weight, or not resolving conflicts and emotional health.
<b>HE.7.C.1.Pa.a:</b>	Recognize an effect of a healthy or unhealthy behavior on personal health—including reproductive health—such as choosing healthy foods or fast foods, getting along with others or having conflicts, and appropriate physical contact.

Explain how physical, mental/emotional, social, and intellectual dimensions of health are interrelated.

**Remarks/Examples:**

Stress/exams, self-esteem/body weight, emotional stress/illness, and interpersonal relationships/peer refusal.

**Related Access Points**

Name	Description
<b>HE.7.C.1.In.b:</b>	Describe how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated, such as managing time effectively (intellectual dimension) to reduce stress (mental/emotional dimension), and choosing healthy foods (intellectual dimension) to maintain a healthy weight (physical dimension).
<b>HE.7.C.1.Su.b:</b>	Identify how one dimension of health relates to another dimension of health, such as managing time effectively (intellectual dimension) to reduce stress (mental/emotional dimension), and choosing healthy foods (intellectual dimension) to maintain a healthy weight (physical dimension).
<b>HE.7.C.1.Pa.b:</b>	Recognize the effect of emotional health on physical health, such as emotional stress causing physical illness.

Analyze how environmental factors affect personal health.

**Remarks/Examples:**

Food refrigeration, appropriate home heating and cooling, air/water quality, and garbage/trash collection.

**Related Access Points**

Name	Description
<b>HE.7.C.1.In.c:</b>	Identify ways environmental factors affect personal health, such as food refrigeration, appropriate home heating and cooling, water quality, and trash-collection services.
<b>HE.7.C.1.Su.c:</b>	Recognize ways selected environmental factors can affect personal health, such as food refrigeration, appropriate home heating and cooling, water quality, and trash-collection services.
<b>HE.7.C.1.Pa.c:</b>	Recognize an environmental factor that affects personal health, such as having appropriate heating and cooling at school or home.

Describe ways to reduce or prevent injuries and adolescent health problems.

**Remarks/Examples:**

Helmet use, seat-belt use, pedestrian safety, unsupervised handling of firearms, and proper use of over-the-counter medications.

**Related Access Points**

Name	Description
<b>HE.7.C.1.In.d:</b>	Identify ways to reduce or prevent injuries and other adolescent-health problems, such as wearing a helmet when biking or skateboarding, wearing a seat belt, following pedestrian-safety laws, and avoiding handling of firearms.
<b>HE.7.C.1.Su.d:</b>	Recognize ways to reduce or prevent injuries and other adolescent-health problems, such as wearing a helmet and a seat belt, following pedestrian safety laws, and avoiding handling firearms.
<b>HE.7.C.1.Pa.d:</b>	Recognize a way to prevent injuries and adolescent-health problems, such as wearing a helmet or a seat belt, following pedestrian safety rules, or avoiding handling firearms.

Classify infectious agents and their modes of transmission to the human body.

**Remarks/Examples:**

HIV by sexual transmission and/or shared needles, Lyme disease by vectors, and staphylococcus by direct/indirect contact.

**Related Access Points**

Name	Description
<b>HE.7.C.1.In.e:</b>	Describe likely injuries or illnesses resulting from engaging in unhealthy behaviors, such as illness or death from abusing over-the-counter medications, contracting sexually transmitted diseases or infections (STD/STI) from sexual relationships, and injury or death from

unsupervised handling of firearms.

Identify a likely injury or illness resulting from engaging in common, unhealthy behaviors, such as illness or death from abusing over-the-counter medications, contracting sexually transmitted diseases or infections (STD/STI) from sexual relationships, or injury or death from unsupervised handling of firearms.

Recognize a likely injury or illness resulting from engaging in common unhealthy behaviors, such as illness or death from abusing over-the-counter medications, contracting sexually transmitted diseases or infections (STD/STI) from sexual relationships, or injury or death from unsupervised handling of firearms.

Explain how appropriate health care can promote personal health.

HE.7.C.1.6:

**Remarks/Examples:**

Registered dietitian to plan healthy meals, asthma action plan, and immunization.

**Related Access Points**

Name	Description
<u>HE.7.C.1.Inf.</u> :	Identify that bacteria and viruses can be transmitted from one person to another and cause illness, such as the human immunodeficiency virus and staphylococcus infection.
<u>HE.7.C.1.Su.f.</u> :	Recognize infectious diseases that can be spread from one person to another, such as the human immunodeficiency virus or staphylococcus infection.
<u>HE.7.C.1.Pa.f.</u> :	Recognize infectious diseases that can be spread from one person to another, such as the human immunodeficiency virus or staphylococcus infection.

Describe how heredity can affect personal health.

HE.7.C.1.7:

**Remarks/Examples:**

Sickle-cell anemia, diabetes, and acne.

**Related Access Points**

Name	Description
<u>HE.7.C.1.In.g.</u> :	Identify how appropriate healthcare services can promote personal health, such as receiving immunizations prior to entering seventh grade and developing an action plan for asthma.
<u>HE.7.C.1.Su.g.</u> :	Recognize how appropriate healthcare services can promote personal health, such as receiving immunizations prior to entering seventh grade and using an action plan for asthma.
<u>HE.7.C.1.Pa.g.</u> :	Recognize a common healthcare service, such as receiving immunizations prior to entering seventh grade or using an action plan for asthma.

Explain the likelihood of injury or illness if engaging in unhealthy/risky behaviors.

HE.7.C.1.8:

**Remarks/Examples:**

Abuse of over-the-counter medications, sexually transmitted diseases and sexually transmitted infections from sexual relationships, injury, or death from unsupervised handling of firearms, and physical/emotional injury, or impact from abusive dating partner.

**Related Access Points**

Name	Description
<u>HE.7.C.1.In.h.</u> :	Identify health conditions that are passed from parent to child (inherited), such as sickle-cell anemia, diabetes, heart disease, and acne.
<u>HE.7.C.1.Su.h.</u> :	Recognize common health problems that are passed from parent to child (inherited), such as sickle-cell anemia, diabetes, and acne.
<u>HE.7.C.1.Pa.h.</u> :	Recognize a common health problem that is passed from parent to child (inherited), such as sickle-cell anemia, diabetes, or acne.

Examine how family health behaviors influence health of adolescents.

HE.7.C.2.1:

**Remarks/Examples:**

Family meals together, smoking in home, alcohol consumption by family members, and mental illness in the family.

**Related Access Points**

Name	Description
<u>HE.7.C.2.In.a.</u> :	Identify how family health behaviors influence the health of adolescents, such as eating family meals together, smoking in the home, and consuming alcohol.
<u>HE.7.C.2.Su.a.</u> :	Recognize how family health behaviors influence the health of adolescents, such as eating family meals together, smoking in the home, and consuming alcohol.
<u>HE.7.C.2.Pa.a.</u> :	Recognize a way that a family health behavior influences the health of adolescents, such as eating family meals together, smoking in the home, and consuming alcohol.

Examine how peers may influence the health behaviors of adolescents.

HE.7.C.2.2:

**Remarks/Examples:**

Modeling self-confidence, trying new food, prejudices, modeling unhealthy/violent behavior, and pressure to smoke and drink.

**Related Access Points**

Name	Description
<u>HE.7.C.2.In.b.</u> :	Describe ways peers may influence the health behaviors of adolescents, such as modeling self-confidence, trying new foods, and having prejudices.
<u>HE.7.C.2.Su.b.</u> :	Identify ways peers may influence the health behaviors of adolescents, such as modeling self-confidence, trying new foods, and having prejudices.

**HE.7.C.2.Pa.b:** Recognize selected ways peers may influence the health behaviors of adolescents, such as modeling self-confidence, trying new foods, and having prejudices.

Examine how the school and community may influence the health behaviors of adolescents.

**Remarks/Examples:**

Gun-lock promotion, fire/tornado drills, school dress codes, banning gang items, and food choices in school.

**Related Access Points**

Name	Description
<a href="#">HE.7.C.2.In.c:</a>	Identify ways the school and community may influence the health behaviors of adolescents, such as promoting gun locks, having fire and tornado drills, and providing healthy foods in vending machines.
<a href="#">HE.7.C.2.Su.c:</a>	Recognize selected ways the school and community may influence the health behaviors of adolescents, such as promoting gun locks, having fire and tornado drills, and providing healthy foods in vending machines.
<a href="#">HE.7.C.2.Pa.c:</a>	Recognize a way the school or community may influence the health behaviors of adolescents, such as having fire and tornado drills or providing healthy foods in vending machines.

Analyze how messages from media influence health behaviors.

**Remarks/Examples:**

Sports figures promoting fast food, provocative images in film/print advertisements; coolness/appeal of smoking; and dangerous, life-threatening stunts.

**Related Access Points**

Name	Description
<a href="#">HE.7.C.2.In.e:</a>	Identify how messages from media influence health behaviors, such as using sports figures to promote fast food, using provocative images in film and print advertisements, and portraying smoking as appealing.
<a href="#">HE.7.C.2.Su.e:</a>	Identify ways messages from media influence health behaviors, such as using sports figures to promote fast food, using provocative images in film and print advertisements, and portraying smoking as appealing.
<a href="#">HE.7.C.2.Pa.e:</a>	Recognize a way a selected media message may influence health behavior, such as using sports figures to promote fast food, using provocative images in film and print advertisements, or portraying smoking as appealing.

Evaluate the influence of technology in locating valid health information.

**Remarks/Examples:**

Specific health sites to acquire valid health information: CDC, NIH, NIDA, and local health organizations; and Internet and cell phone apps.

**Related Access Points**

Name	Description
<a href="#">HE.7.C.2.In.f:</a>	Identify the influence of technology in locating valid health information, such as information from specific health websites—Centers for Disease Control and Prevention (CDC), National Institute of Health (NIH), and MyPyramid.gov.
<a href="#">HE.7.C.2.Su.f:</a>	Recognize the influence of technology in locating valid health information, such as information from specific health websites—Centers for Disease Control and Prevention (CDC), National Institute of Health (NIH), and MyPyramid.gov.
<a href="#">HE.7.C.2.Pa.f:</a>	Recognize that technology can provide accurate health information for people, such as information from specific health websites—Centers for Disease Control and Prevention (CDC), National Institute of Health (NIH), and MyPyramid.gov.

Determine how cultural changes related to health beliefs and behaviors impact personal health.

**Remarks/Examples:**

Americanization of fast food across the globe; infant feeding, breast vs. bottle; prevalence of diabetes; cell-phone use; and timeliness of emergency response.

**Related Access Points**

Name	Description
<a href="#">HE.7.C.2.In.g:</a>	Identify ways cultural changes related to health beliefs and behaviors impact personal health, such as the availability of American fast foods across the world, infant-feeding practices, prevalence of diabetes, cell-phone use, and the timeliness of emergency response.
<a href="#">HE.7.C.2.Su.g:</a>	Recognize ways cultural changes related to health beliefs and behaviors impact personal health, such as the availability of American fast foods across the world, infant-feeding practices, prevalence of diabetes, cell- phone use, and the timeliness of emergency response.
<a href="#">HE.7.C.2.Pa.g:</a>	Recognize ways the beliefs or behaviors of others may relate to personal health behaviors, such as secondhand smoke, menu items at restaurants, and anti-bullying behavior.

Evaluate how changes in social norms impact healthy and unhealthy behavior.

**Remarks/Examples:**

Secondhand smoke, menu items at restaurants, anti-bullying behavior, and social norms that justify/promote violence.

**Related Access Points**

Name	Description
<a href="#">HE.7.C.2.In.h:</a>	Identify how changes in social norms impact healthy and unhealthy behavior, such as secondhand smoke, menu items at restaurants, and anti-bullying behavior.
<a href="#">HE.7.C.2.Su.h:</a>	Recognize ways that changes in social norms impact healthy and unhealthy behavior, such as secondhand smoke, menu items at restaurants, and anti-bullying behavior.
<a href="#">HE.7.C.2.Pa.h:</a>	Recognize ways the beliefs or behaviors of others may relate to personal health behaviors, such as secondhand smoke, menu items at restaurants, and anti-bullying behavior.

Explain the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.

HE.7.C.2.9:

**Remarks/Examples:**

Social conformity, social status/appearance, experimentation with drugs, food relationships, and spirituality.

**Related Access Points**

Name	Description
HE.7.C.2.In.1:	Recognize how personal values, attitudes, and beliefs influence individual health practices and behaviors.
HE.7.C.2.Su.1:	Recognize how a personal value, attitudes, or belief influences an individual health practice or behavior.
HE.7.C.2.Pa.1:	Recognize how likes and dislikes influence choice-making.

Examine the importance of assuming responsibility for personal-health behaviors.

HE.7.P.7.1:

**Remarks/Examples:**

Physical activity, eating habits, stress management, quality of life, sexual behaviors, and adequate sleep.

**Related Access Points**

Name	Description
HE.7.P.7.In.1:	Describe the importance of assuming responsibility for personal-health behaviors, such as participating in physical activity, having good eating habits, and managing stress effectively.
HE.7.P.7.Su.1:	Identify the importance of assuming personal responsibility for personal-health behaviors, such as participating in physical activity, having good eating habits, and managing stress effectively.
HE.7.P.7.Pa.1:	Recognize that it is important to have good personal-health habits.

Experiment with behaviors that will maintain or improve personal health and reduce health risks.

HE.7.P.7.2:

**Remarks/Examples:**

Peer-refusal skills, problem-solving skills, and engaging in respectful equality-based relationships.

**Related Access Points**

Name	Description
HE.7.P.7.In.2:	Demonstrate healthy practices and behaviors that will maintain or improve personal health of self, and reduce health risks, such as healthy relationship skills, peer- pressure refusal skills, problem-solving skills, being safe on the Internet, refusing alcohol, and practicing sexual abstinence.
HE.7.P.7.Su.2:	Demonstrate a healthy practice and behavior that will maintain or improve personal health of self and reduce health risks, such as healthy relationship skills, peer- pressure refusal skills, problem-solving skills, being safe on the Internet, refusing alcohol, or practicing sexual abstinence.
HE.7.P.7.Pa.2:	Perform a healthy practice or behavior that will maintain or improve health of self, such as healthy relationship skills, peer- pressure refusal skills, or problem-solving skills.

Utilize the influence of others to promote positive health choices.

HE.7.P.8.1:

**Remarks/Examples:**

Seeking help from school support staff, practicing conflict resolution, and making wise consumer purchases.

**Related Access Points**

Name	Description
HE.7.P.8.In.1:	Solicit suggestions and support from others to promote positive health choices in selected situations, such as seeking help from school support staff, practicing conflict resolution, and making wise consumer purchases.
HE.7.P.8.Su.1:	Follow positive suggestions and accept support from others to promote positive health choices in selected situations, such as seeking help from school support staff, practicing conflict resolution, and making wise consumer purchases.
HE.7.P.8.Pa.1:	Follow directions and accept support from others to promote a positive health choice in a selected situation, such as seeking help from school support staff, practicing conflict resolution, and making wise consumer purchases.

Articulate a position on a health-related issue and support it with accurate health information.

HE.7.P.8.2:

**Remarks/Examples:**

Bullying prevention, Internet safety, and nutritional choices.

**Related Access Points**

Name	Description
HE.7.P.8.In.2:	Describe a health-enhancing position on a topic using accurate information from selected resources to support it, such as bullying prevention, using the Internet, or choosing nutritious foods.
HE.7.P.8.Su.2:	Identify reasons why a selected health-enhancing position is desirable, such as bullying prevention, using the Internet safely, or choosing nutritious foods.
HE.7.P.8.Pa.2:	Recognize a reason why a selected health-enhancing position is desirable, such as bullying prevention, using the Internet safely, or choosing nutritious foods.

Work cooperatively to advocate for healthy individuals, peers, and families.

HE.7.P.8.3:

**Remarks/Examples:**

Assist with or conduct needs assessments, write advocacy letters, and volunteer at information kiosks.

### Related Access Points

Name	Description
<a href="#">HE.7.P.8.In.3:</a>	Work with others to advocate for healthy individuals and peers, such as assisting with needs assessments, writing advocacy letters, and volunteering at information kiosks.
<a href="#">HE.7.P.8.Su.3:</a>	Work with others to advocate for healthy individuals and peers in selected situations, such as assisting with needs assessments, writing advocacy letters, or volunteering at information kiosks.
<a href="#">HE.7.P.8.Pa.3:</a>	Work with others to promote a selected healthy practice for individuals or peers, such as assisting with needs assessments, writing advocacy letters, and volunteering at information kiosks.

Analyze ways health messages can target different audiences.

[HE.7.P.8.4:](#)

#### Remarks/Examples:

Print media, broadcast media, billboards, and Internet resources.

### Related Access Points

Name	Description
<a href="#">HE.7.P.8.In.4:</a>	Identify ways health messages or communication techniques are targeted for a particular audience, such as the messages in print media, broadcast media, or on billboards.
<a href="#">HE.7.P.8.Su.4:</a>	Recognize ways a health message or communication technique is targeted for a particular audience, such as the messages in print media, broadcast media, or on billboards.
<a href="#">HE.7.P.8.Pa.4:</a>	Recognize a communication technique for a selected audience, such as popular music in a message in broadcast media for teenagers.

Analyze valid and reliable health services and the cost of products.

[HE.8.B.3.1:](#)

#### Remarks/Examples:

Current research and news/standard practice; prescriptions and generic vs. store brand/name brand; over-the-counter medicines, energy, vitamins, nutritional supplements/foods, skin-care products, nutritional supplements, and healthcare providers.

### Related Access Points

Name	Description
<a href="#">HE.8.B.3.In.a:</a>	Identify the validity and reliability of health services and determine differences in the cost of similar health services to assess value, such as current research and news/standard practice, prescriptions – generic vs. store brand/name brand.
<a href="#">HE.8.B.3.Su.a:</a>	Recognize the validity and reliability of a selected health service and compare cost of selected similar health services to assess value, such as current research and news/standard practice, and prescriptions, generic vs. store brand/name brand.
<a href="#">HE.8.B.3.Pa.a:</a>	Recognize selected factors regarding health services such as eligibility for services or purchase, parental authorization, and affordability.

Analyze the accessibility, validity, and reliability of products and services that enhance home, school, and community health.

[HE.8.B.3.2:](#)

#### Remarks/Examples:

Reliability of advertisements, articles, infomercials, and web-based products; health department; community agencies; and prescribed medications vs. over-the-counter.

### Related Access Points

Name	Description
<a href="#">HE.8.B.3.In.b:</a>	Examine the accessibility of products and services that enhance health, such as the health department, community agencies, and availability of prescribed and over-the-counter medications.
<a href="#">HE.8.B.3.Su.b:</a>	Identify valid health information from home, school, and community, such as information from media sources, local organizations, and school news.
<a href="#">HE.8.B.3.Pa.b:</a>	Recognize information, products, and services that promote health, such as advertisements, articles, infomercials, and web-based messages.

Recommend a variety of technologies to gather health information.

[HE.8.B.3.3:](#)

#### Remarks/Examples:

Glucose monitor, MRI, EKG, CAT-scan, scales [BMI], pedometer, Internet, and cell phone applications.

### Related Access Points

Name	Description
<a href="#">HE.8.B.3.In.c:</a>	Identify selected technologies that provide accurate health information, such as a glucose monitor, MRI, EKG, and CAT-scan.
<a href="#">HE.8.B.3.Su.c:</a>	Recognize selected technologies that provide accurate health information, such as a glucose monitor, MRI, EKG, and CAT-scan.
<a href="#">HE.8.B.3.Pa.c:</a>	Recognize a selected technology resource that provides accurate information, such as a glucose monitor.

Determine situations when specific professional health services or providers may be required.

[HE.8.B.3.4:](#)

#### Remarks/Examples:

Head injuries, infections, depression, and abuse.

### Related Access Points

Name	Description
<a href="#">HE.8.B.3.In.d:</a>	Describe situations when specific professional health services or providers may be required, such as head injuries, infections, and depression.
<a href="#">HE.8.B.3.Su.d:</a>	Identify situations when specific professional health services or providers may be required, such as head injuries, infections, and depression.

<b>HE.8.B.3.Pa.d:</b>	Recognize selected health situations when specific professional health services may be required, such as illness, toothache, or depression.
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Illustrate skills necessary for effective communication with family, peers, and others to enhance health.

**Remarks/Examples:**

Refusal skills, nonverbal communication, asking questions, "I" messages, assertiveness, negotiation, and making requests.

**Related Access Points**

Name	Description
<b>HE.8.B.4.In.a:</b>	Identify strategies for effective verbal and nonverbal communication with family, peers, and others to enhance health, such as refusal skills, nonverbal communication, and asking questions.
<b>HE.8.B.4.Su.a:</b>	Identify selected strategies for effective verbal and nonverbal communication with family, peers, and others to enhance health, such as refusal skills, nonverbal communication, and asking questions.
<b>HE.8.B.4.Pa.a:</b>	Use a selected strategy to use effective verbal and nonverbal communication to enhance health, such as using refusal skills or nonverbal communication, or asking questions.

Examine the possible causes of conflict among youth in schools and communities.

**Remarks/Examples:**

Relationships, territory, jealousy, and gossip/rumors.

**Related Access Points**

Name	Description
<b>HE.8.B.4.In.c:</b>	Describe possible causes of conflict among youth in schools and communities, such as relationships, territory, and jealousy.
<b>HE.8.B.4.Su.c:</b>	Identify a possible cause of conflict among youth in schools and communities, such as relationships, territory, or jealousy.
<b>HE.8.B.4.Pa.c:</b>	Recognize a possible cause of conflict among youth in schools or communities, such as relationships, territory, or jealousy.

Compare and contrast ways to ask for and offer assistance to enhance the health of self and others.

**Remarks/Examples:**

Compare responses, passive vs. assertive, written vs. spoken, and anonymous vs. face-to-face.

**Related Access Points**

Name	Description
<b>HE.8.B.4.In.d:</b>	Describe ways to ask for and offer assistance to enhance the health of self and others, such as asking for help, getting help for others, and listening actively.
<b>HE.8.B.4.Su.d:</b>	Choose an effective way to ask for and offer assistance to enhance the health of self and others, such as asking for help, getting help for others, or listening actively.
<b>HE.8.B.4.Pa.d:</b>	Recognize positive ways to ask for and offer assistance to enhance the health of self and others, such as asking for help, getting help for others, or listening actively.

Determine when health-related situations require the application of a thoughtful prepared plan of action.

**Remarks/Examples:**

Consumption of alcohol, sexual situations, use of marijuana, prescription-drug abuse, and dating violence.

**Related Access Points**

Name	Description
<b>HE.8.B.5.In.1:</b>	Describe health-related situations that require the application of a thoughtful, prepared plan of action, such as pressure to consume alcohol, sexual situations, and use of marijuana.
<b>HE.8.B.5.Su.1:</b>	Identify health-related situations that require the application of a thoughtful, prepared plan of action, such as pressure to consume alcohol, sexual situations, and use of marijuana.
<b>HE.8.B.5.Pa.1:</b>	Recognize a health-related situation that requires a prepared plan of action, such as pressure to consume alcohol, sexual situations, and use of marijuana.

Categorize healthy and unhealthy alternatives to health-related issues or problems.

**Remarks/Examples:**

(Alcohol consumption, sleep requirements, physical activity, and time management.)

**Related Access Points**

Name	Description
<b>HE.8.B.5.In.2:</b>	Describe differences between healthy and unhealthy alternatives to health-related issues or problems, such as alcohol consumption, sleep requirements, and physical activity.
<b>HE.8.B.5.Su.2:</b>	Identify healthy and unhealthy alternatives to health-related issues or problems, such as alcohol consumption, sleep requirements, and physical activity.
<b>HE.8.B.5.Pa.2:</b>	Recognize a healthy and an unhealthy alternative for selected health-related issues or problems, such as alcohol consumption, sleep requirements, and physical activity.

Compile the potential outcomes of each option when making a health-related decision.

**Remarks/Examples:**

Consequences: injury, addiction, and legal, social, sexual, and financial.

### Related Access Points

Name	Description
<a href="#">HE.8.B.5.In.3:</a>	Describe potential outcomes of each option when making a health-related decision, such as injury, addiction, and legal, social, sexual, and financial consequences.
<a href="#">HE.8.B.5.Su.3:</a>	Identify the potential outcomes of each option when making a health-related decision, such as injury, addiction, and legal, social, sexual, and financial consequences.
<a href="#">HE.8.B.5.Pa.3:</a>	Recognize a potential outcome of each option when making a health-related decision, such as injury, addiction, and legal, social, sexual, or financial consequences.

Distinguish when individual or collaborative decision-making is appropriate.

[HE.8.B.5.4:](#)

#### Remarks/Examples:

Pressure to consume alcohol, self-injury, weight management, sexual activity, and mental-health issues.

### Related Access Points

Name	Description
<a href="#">HE.8.B.5.In.4:</a>	Discriminate between the need for individual or collaborative decision making, such as pressure to consume alcohol, self injury, weight management, sexual activity, and mental-health issues.
<a href="#">HE.8.B.5.Su.4:</a>	Discriminate between the need for individual or collaborative decision making in selected situations, such as pressure to consume alcohol, self injury, weight management, sexual activity, and mental-health issues.
<a href="#">HE.8.B.5.Pa.4:</a>	Identify the need for individual or collaborative decision making in a selected situation, such as pressure to consume alcohol, self injury, weight management, sexual activity, and mental-health issues.

Evaluate the outcomes of a health-related decision.

[HE.8.B.5.5:](#)

#### Remarks/Examples:

Addiction from alcohol consumption, brain damage from inhalant use, pregnancy from sexual activity, and weight management from proper nutrition.

### Related Access Points

Name	Description
<a href="#">HE.8.B.5.In.5:</a>	Describe circumstances that can help or hinder healthy decision making, such as alcohol consumption; influences of media, peers, family, or community; access to health care; and mental-health condition.
<a href="#">HE.8.B.5.Su.5:</a>	Identify circumstances that can help or hinder healthy decision making, such as alcohol consumption; influences of media, peers, family, or community; access to health care; and mental-health condition.
<a href="#">HE.8.B.5.Pa.5:</a>	Identify a selected circumstance that can help or hinder healthy decision making, such as alcohol consumption; influences of media, peers, family, or community; access to health care; and mental- health condition.

Assess personal health practices.

[HE.8.B.6.1:](#)

#### Remarks/Examples:

Physical activity, sleep habits, interpersonal skills, risky behaviors, and injury prevention.

### Related Access Points

Name	Description
<a href="#">HE.8.B.6.In.1:</a>	Examine personal health practices, such as physical activity, sleep habits, interpersonal skills, risky behaviors, and injury prevention.
<a href="#">HE.8.B.6.Su.1:</a>	Determine if personal health practices are helpful or harmful to health, such as physical activity, sleep habits, interpersonal skills, risky behaviors, and injury prevention.
<a href="#">HE.8.B.6.Pa.1:</a>	Recognize if a personal health practice is helpful or harmful, such as physical activity, sleep habits, interpersonal skills, risky behaviors, and injury prevention.

Design an individual goal to adopt, maintain, or improve a personal health practice.

[HE.8.B.6.2:](#)

#### Remarks/Examples:

Physical activity, eating habits, cyber bullying, social relationships, and sleep habits.

### Related Access Points

Name	Description
<a href="#">HE.8.B.6.In.2:</a>	Use selected strategies to develop an individual health goal to adopt, maintain, or improve a personal health practice, such as physical activity, eating habits, cyber-bullying, social relationships, or sleep habits.
<a href="#">HE.8.B.6.Su.2:</a>	Follow a selected procedure to develop an individual goal to adopt, maintain, or improve a personal health practice, such as physical activity, eating habits, cyber-bullying, social relationships, or sleep habits.
<a href="#">HE.8.B.6.Pa.2:</a>	Select an individual goal to adopt, maintain, or improve a personal health practice, such as physical activity, eating habits, cyber-bullying, social relationships, or sleep habits.

Apply strategies and skills needed to attain a personal health goal.

[HE.8.B.6.3:](#)

#### Remarks/Examples:

Physical activity, nutrition modification, and anger management.

### Related Access Points

Name	Description
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<b>HE.8.B.6.In.3:</b>	Use selected strategies and skills needed to attain a personal health goal, such as increased physical activity, nutrition modification, and anger management.
<b>HE.8.B.6.Su.3:</b>	Use a strategy and a skill needed to attain a personal health goal, such as increased physical activity, nutrition modification, and anger management.
<b>HE.8.B.6.Pa.3:</b>	Use a selected strategy or skill for attaining a personal health goal, such as increased physical activity, nutrition modification, and anger management.

**HE 8.B.6.4:** Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

**Remarks/Examples:**

Weight reduction, cost of healthier food, availability of exercise equipment, and general health.

**Related Access Points**

Name	Description
<b>HE.8.B.6.In.4:</b>	Identify ways personal health goals can vary with changing abilities and needs, such as weight reduction, the cost of healthier food, availability of exercise equipment, and the general health of the individual.
<b>HE.8.B.6.Su.4:</b>	Recognize ways personal health goals can vary with changing abilities and needs, such as weight reduction, the cost of healthier food, availability of exercise equipment, and the general health of the individual.
<b>HE.8.B.6.Pa.4:</b>	Recognize a way that personal health goals can vary based on a personal need, such as weight reduction, availability of exercise equipment, and the general health of the individual.

**HE 8.C.1.2:** Analyze the interrelationship between healthy/unhealthy behaviors and the dimensions of health: physical, mental/emotional, social, and intellectual.

**Remarks/Examples:**

Sleep/studying for tests, road rage/vehicular crashes, bullying/depression, and healthy relationships/emotional health.

**Related Access Points**

Name	Description
<b>HE.8.C.1.In.b:</b>	Describe the interrelationship between healthy behaviors and the dimensions of health (physical, mental/emotional, social, and intellectual), such as physical and social dimensions—hygiene and social relationships; intellectual, social, and physical dimensions—sexual abstinence and avoidance of disease and pregnancy; and intellectual and social dimensions—peer refusals in risky situations and social relationships.
<b>HE.8.C.1.Su.b:</b>	Identify that healthy behaviors can impact multiple dimensions of health (physical, emotional, and social), such as physical and social dimensions—hygiene and social relationships; emotional and social dimensions—peer pressure in risky situations and social relationships.
<b>HE.8.C.1.Pa.b:</b>	Recognize that healthy behaviors can affect physical, mental/emotional, or social aspects of health, such as hygiene/social relationships, peer refusals in risky situations/social relationships, or sexual abstinence/avoidance of disease and pregnancy.

**HE 8.C.1.3:** Predict how environmental factors affect personal health.

**Remarks/Examples:**

Heat index, air/water quality, street lights and signs, bullying, gangs, and weapons in the community.

**Related Access Points**

Name	Description
<b>HE.8.C.1.In.c:</b>	Describe how environmental factors can affect personal health, such as the heat index, air quality, street lights and signs, gangs, and weapons in the community.
<b>HE.8.C.1.Su.c:</b>	Describe a way an environmental factor can affect personal health, such as the heat index, air quality, street lights and signs, gangs, and weapons in the community.
<b>HE.8.C.1.Pa.c:</b>	Recognize environmental factors that affect personal health, such as the heat index and air quality.

**HE 8.C.1.4:** Investigate strategies to reduce or prevent injuries and other adolescent health problems.

**Remarks/Examples:**

Recognize signs and symptoms of depression, accessing resources, abstinence to reduce sexually transmitted diseases, sexually transmitted infections, and pregnancy; places to avoid; and healthy relationship skills.

**Related Access Points**

Name	Description
<b>HE.8.C.1.In.d:</b>	Identify strategies to reduce or prevent injuries and other adolescent-health problems, such as recognizing symptoms of depression and telling an adult about them, practicing abstinence to reduce sexually transmitted diseases, sexually transmitted infections, and avoiding unsafe places.
<b>HE.8.C.1.Su.d:</b>	Recognize strategies to reduce or prevent injuries and other adolescent health problems, such as recognizing symptoms of depression and telling an adult about them, practicing abstinence to reduce STDs/STIs, and avoiding unsafe places.
<b>HE.8.C.1.Pa.d:</b>	Recognize a strategy to prevent injuries and other adolescent- health problems, such as avoiding unsafe places to avoid injury.

**HE 8.C.1.5:** Identify major chronic diseases that impact human body systems.

**Remarks/Examples:**

Cancer, hypertension and coronary artery disease, asthma, and diabetes.

**Related Access Points**

Name	Description
<b>HE.8.C.1.In.e:</b>	Explain the likelihood of injury or illness if engaging in unhealthy or risky behaviors, such as death or injury from drinking and driving, injuries resulting from fighting and bullying, and infections resulting from poor hygiene.

**HE.8.C.1.Su.e:** Identify likely injuries or illnesses resulting from engaging in unhealthy or risky behaviors, such as death or injury from drinking and driving, injuries resulting from fighting and bullying, and infections from poor hygiene.

**HE.8.C.1.Pa.e:** Recognize likely injuries or illnesses resulting from engaging in selected unhealthy behaviors, such as death or injury from drinking and driving, injuries resulting from fighting and bullying, and infections from poor hygiene.

Analyze how appropriate health care can promote personal health.

**HE.8.C.1.6:**

**Remarks/Examples:**

Immunization for human papilloma virus and meningitis, sports physicals, and counseling for depression.

**Related Access Points**

Name	Description
<a href="#">HE.8.C.1.In.f.</a>	Identify common chronic diseases that impact human body systems, such as cancer, heart disease, asthma, and diabetes.
<a href="#">HE.8.C.1.Su.f.</a>	Recognize common chronic diseases that impact human body systems, such as cancer, heart disease, asthma, and diabetes.
<a href="#">HE.8.C.1.Pa.f.</a>	Recognize a common chronic disease, such as cancer, asthma, or diabetes.

Explore how heredity and family history can affect personal health.

**HE.8.C.1.7:**

**Remarks/Examples:**

Sickle-cell anemia, heart disease, diabetes, and mental health.

**Related Access Points**

Name	Description
<a href="#">HE.8.C.1.In.g.</a>	Describe how appropriate health care can promote personal health, such as immunizations to avoid diseases, sports physicals to reduce sports health risks, and counseling to treat depression.
<a href="#">HE.8.C.1.Su.g.</a>	Identify how appropriate health care can promote personal health, such as immunizations to avoid diseases, sports physicals to reduce health risks, and counseling to treat depression.
<a href="#">HE.8.C.1.Pa.g.</a>	Recognize a way appropriate health care can promote personal health, such as immunization to avoid diseases or sports physicals to reduce health risks.

Anticipate the likelihood of injury or illness if engaging in unhealthy/risky behaviors.

**HE.8.C.1.8:**

**Remarks/Examples:**

Death or injury from car crashes and underage drinking/distracted driving, injuries resulting from fighting and bullying, and respiratory infections from poor hygiene.

**Related Access Points**

Name	Description
<a href="#">HE.8.C.1.In.h.</a>	Describe ways personal health can be affected by heredity and family history, such as sickle-cell anemia, heart disease, obesity, or mental health.
<a href="#">HE.8.C.1.Su.h.</a>	Identify ways personal health can be affected by heredity and family history, such as sickle-cell anemia, heart disease, obesity, or mental health.
<a href="#">HE.8.C.1.Pa.h.</a>	Recognize a way personal health can be affected by heredity or family history.

Assess the role of family health beliefs on the health of adolescents.

**HE.8.C.2.1:**

**Remarks/Examples:**

Alternative medical care, family religious beliefs, and importance of physical activity.

**Related Access Points**

Name	Description
<a href="#">HE.8.C.2.In.a.</a>	Describe the role of family health beliefs on the health of adolescents, such as beliefs about alternative-medical care, family religious beliefs, and the importance of physical activity.
<a href="#">HE.8.C.2.Su.a.</a>	Identify the role of family health beliefs on the health of adolescents, such as beliefs about alternative-medical care, family religious beliefs, and the importance of physical activity.
<a href="#">HE.8.C.2.Pa.a:</a>	Recognize a way family health beliefs may influence the health of adolescents, such as beliefs about alternative-medical care, family religious beliefs, or the importance of physical activity.

Assess how the health beliefs of peers may influence adolescent health.

**HE.8.C.2.2:**

**Remarks/Examples:**

Drug-use myths, perception of healthy body composition, and perceived benefits of energy drinks.

**Related Access Points**

Name	Description
<a href="#">HE.8.C.2.In.b:</a>	Describe how the health beliefs of peers may influence adolescent health, such as myths about drug use, perception of healthy body composition, and fear of getting a friend in trouble or losing a friend.
<a href="#">HE.8.C.2.Su.b:</a>	Describe how the health beliefs of peers may influence adolescent health, such as myths about drug use, perception of healthy body composition, and fear of getting a friend in trouble or losing a friend.
<a href="#">HE.8.C.2.Pa.b:</a>	Recognize selected ways the beliefs of peers may influence the health of adolescents, such as myths about drug use, perception of healthy body composition, and fear of getting a friend in trouble or losing a friend.

Analyze how the school and community may influence adolescent health.

HE.8.C.2.3:

**Remarks/Examples:**

Drug-abuse education programs, volunteering opportunities, and availability of recreational facilities/programs.

**Related Access Points**

Name	Description
<a href="#">HE.8.C.2.In.c:</a>	Describe how the school and community may influence adolescent health, such as providing drug-abuse education programs and volunteering opportunities, and the availability of recreational facilities or programs.
<a href="#">HE.8.C.2.Su.c:</a>	Identify how the school and community may influence adolescent health, such as providing drug-abuse education programs and volunteering opportunities, and the availability of recreational facilities or programs.
<a href="#">HE.8.C.2.Pa.c:</a>	Recognize how the school may influence the health behaviors of adolescents, such as providing drug-abuse education programs and volunteering opportunities, and the availability of recreational facilities or programs.

Critique school and public health policies that influence health promotion and disease prevention.

HE.8.C.2.4:

**Remarks/Examples:**

Speed-limit laws, immunization requirements, universal precautions, zero tolerance, report bullying, and cell phone/texting laws.

**Related Access Points**

Name	Description
<a href="#">HE.8.C.2.In.d:</a>	Describe a school or public health policy that influences health promotion and disease prevention, such as speed-limit laws, immunization requirements, or universal precautions.
<a href="#">HE.8.C.2.Su.d:</a>	Recognize school and public-health policies that can influence health promotion and disease prevention, such as having immunization requirements and universal precautions.
<a href="#">HE.8.C.2.Pa.d:</a>	Recognize a school and a public-health policy that influences health promotion and disease prevention, such as having immunization requirements or universal precautions.

Research marketing strategies behind health-related media messages.

HE.8.C.2.5:

**Remarks/Examples:**

Social acceptance of alcohol use, promotion of thinness as the best body type, sexual images to sell products, and normalization of violence.

**Related Access Points**

Name	Description
<a href="#">HE.8.C.2.In.e:</a>	Examine selected marketing strategies behind health-related media messages using selected resources, such as social acceptance of alcohol use, promotion of thinness as the best body type, and using sexual images to sell products.
<a href="#">HE.8.C.2.Su.e:</a>	Identify a marketing strategy used in a selected media message, such as social acceptance of alcohol use, promotion of thinness as the best body type, or sexual images to sell products.
<a href="#">HE.8.C.2.Pa.e:</a>	Recognize a marketing strategy used in a health-related media message, such as social acceptance of alcohol use, promotion of thinness as the best body type, or sexual images to sell products.

Analyze the influence of technology on personal and family health.

HE.8.C.2.6:

**Remarks/Examples:**

TV advertisements for unhealthy foods, volume of headphones, websites, and social marketing for health information.

**Related Access Points**

Name	Description
<a href="#">HE.8.C.2.In.f:</a>	Describe ways technology influences personal and family health, such as the use of personal electronic devices, television, and headphones.
<a href="#">HE.8.C.2.Su.f:</a>	Identify ways technology impacts personal and family health, such as the use of personal electronic devices, television, and headphones.
<a href="#">HE.8.C.2.Pa.f:</a>	Recognize a way that technology impacts personal and family health, such as the use of personal electronic devices, television, and headphones.

Describe the influence of culture on health beliefs, practices, and behaviors.

HE.8.C.2.7:

**Remarks/Examples:**

Medical procedures such as male circumcision, sexual abstinence, and prescription drug-use.

**Related Access Points**

Name	Description
<a href="#">HE.8.C.2.In.g:</a>	Identify the influence of culture on health beliefs, practices, and behaviors, such as medical procedures, sexual abstinence, and prescription-drug use.
<a href="#">HE.8.C.2.Su.g:</a>	Recognize an influence of culture on health beliefs, practices, and behaviors regarding matters such as medical procedures, sexual abstinence, and prescription-drug use.
<a href="#">HE.8.C.2.Pa.g:</a>	Recognize a way the perception of a common social practice (norm) relates to healthy and unhealthy behaviors, such as sexual abstinence, prescription-drug use, or marijuana use.

Explain how the perceptions of norms influence healthy and unhealthy behaviors.

HE.8.C.2.8:

**Remarks/Examples:**

Sexual abstinence, prescription-drug use, marijuana use, and perception that certain abusive-relationship behaviors are "normal."

**Related Access Points**

Name	Description
<a href="#">HE.8.C.2.In.h:</a>	Describe how the perception of common social norms may influence healthy and unhealthy behaviors, such as sexual abstinence, prescription-drug use, and marijuana use.
<a href="#">HE.8.C.2.Su.h:</a>	Identify how the perceptions of selected social norms may influence healthy and unhealthy behaviors, such as sexual abstinence, prescription-drug use, and marijuana use.
<a href="#">HE.8.C.2.Pa.h:</a>	Recognize a way the perception of a common social practice (norm) relates to healthy and unhealthy behaviors, such as sexual abstinence, prescription-drug use, or marijuana use.

Analyze the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.

[HE.8.C.2.9:](#)

**Remarks/Examples:**

Social conformity, desires, and impulses.

**Related Access Points**

Name	Description
<a href="#">HE.8.C.2.In.i:</a>	Identify how personal values, attitudes, and beliefs influence individual health practices and behaviors.
<a href="#">HE.8.C.2.Su.i:</a>	Identify how a personal value, attitudes, or belief influences an individual health practice or behavior.
<a href="#">HE.8.C.2.Pa.i:</a>	Identify how likes and dislikes influence choice-making.

Assess the importance of assuming responsibility for personal-health behaviors, including sexual behavior.

[HE.8.P.7.1:](#)

**Remarks/Examples:**

Sexual abstinence, skin care, and drug abuse.

**Related Access Points**

Name	Description
<a href="#">HE.8.P.7.In.1:</a>	Explain the importance of assuming responsibility for personal-health behaviors—including sexual behavior—such as abstaining from sexual activity, maintaining good skin-care practices, and avoiding drug abuse.
<a href="#">HE.8.P.7.Su.1:</a>	Describe why it is important to take responsibility for personal-health behaviors—including sexual behavior—such as abstaining from sexual activity, maintaining good skin-care practices, and avoiding drug abuse.
<a href="#">HE.8.P.7.Pa.1:</a>	Recognize that it is important to take responsibility for personal-health behaviors—including sexual behavior—such as abstaining from sexual activity, maintaining good skin-care practices, and avoiding drug abuse.

Apply healthy practices and behaviors that will maintain or improve personal health and reduce health risks.

[HE.8.P.7.2:](#)

**Remarks/Examples:**

Participate in various physical activities, foster healthy relationships, set healthy goals, make healthy food choices, and practice Internet safety, resist negative peer pressure, get adequate sleep, and engage in respectful equality-based relationships.

**Related Access Points**

Name	Description
<a href="#">HE.8.P.7.In.2:</a>	Explain healthy practices and behaviors that will maintain or improve personal health and reduce health risks, such as assessing the influences of advertising, participating in various physical activities, fostering healthy relationships, setting healthy goals, being safe on the Internet, choosing healthy foods, resisting negative peer pressure, and getting adequate sleep .
<a href="#">HE.8.P.7.Su.2:</a>	Describe healthy practices and behaviors that will maintain or improve personal health of self, and reduce health risks, such as assessing the influences of advertising, participating in various physical activities, fostering healthy relationships, setting healthy goals being safe on the Internet, choosing healthy foods, resisting negative peer pressure, and getting adequate sleep.
<a href="#">HE.8.P.7.Pa.2:</a>	Identify a healthy practice and a behavior that will maintain or improve personal health of self, such as assessing the influences of advertising, participating in various physical activities, fostering healthy relationships, or setting healthy goals.

Promote positive health choices with the influence and support of others.

[HE.8.P.8.1:](#)

**Remarks/Examples:**

Promotion of oral health, sexual abstinence, no alcohol, tobacco, and other drug abuse.

**Related Access Points**

Name	Description
<a href="#">HE.8.P.8.In.1:</a>	Promote positive health choices with the support of others, such as the promotion of oral health, sexual abstinence, and not using drugs.
<a href="#">HE.8.P.8.Su.1:</a>	Promote selected positive health choices with the support of others, such as the promotion of oral health, sexual abstinence, and not using drugs.
<a href="#">HE.8.P.8.Pa.1:</a>	Promote a positive health choice with the support of others, such as the promotion of oral health, sexual abstinence, and not using drugs.

Justify a health-enhancing position on a topic and support it with accurate information.

[HE.8.P.8.2:](#)

**Remarks/Examples:**

Abstinence from unhealthy behaviors, gun-safety laws, legal-age limits, bullying laws, and zero tolerance.

**Related Access Points**

Name	Description
<a href="#">HE.8.P.8.In.2:</a>	Explain the desirability of a health-enhancing position on a topic using accurate information from selected resources, such as abstinence from unhealthy behaviors, gun-safety laws, or legal-age limits.

**HE.8.P.8.Su.2:** Support a health-enhancing position on a topic using accurate information from a selected source, such as abstinence from unhealthy behaviors, gun-safety laws, or legal-age limits.

**HE.8.P.8.Pa.2:** Recognize accurate information related to a health-enhancing position on a topic, such as abstinence from unhealthy behaviors, gun-safety laws, or legal-age limits.

Work cooperatively to advocate for healthy individuals, peers, families, and schools.

**HE.8.P.8.3:**

**Remarks/Examples:**

Promote community initiatives; create media campaigns, peer-led prevention campaigns, and school wellness councils.

**Related Access Points**

Name	Description
<b>HE.8.P.8.In.3:</b>	Work with others to advocate for healthy individuals, peers, families, and schools, such as promoting community initiatives, and creating media campaigns.
<b>HE.8.P.8.Su.3:</b>	Work with others to promote healthy practices for healthy individuals, peers, families, or schools, such as promoting community initiatives, and creating media campaigns.
<b>HE.8.P.8.Pa.3:</b>	Work with others to promote selected healthy practices for individuals, peers, families, or schools, such as promoting community initiatives, and creating media campaigns.

Evaluate ways health messages and communication techniques can be targeted for different audiences.

**HE.8.P.8.4:**

**Remarks/Examples:**

Advertising, social media campaign, and health fairs.

**Related Access Points**

Name	Description
<b>HE.8.P.8.In.4:</b>	Identify ways health messages or communication techniques can be targeted for a particular audience, such as advertisements, media campaigns, and health fairs.
<b>HE.8.P.8.Su.4:</b>	Identify a way a health message or communication technique can be targeted for a particular audience, such as in advertisements, media campaigns, and health fairs.
<b>HE.8.P.8.Pa.4:</b>	Recognize a way a health message targets a particular audience, such as in advertisements, media campaigns, and health fairs.

**ELD.K12.ELL.SI.1:**

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

**Related Certifications**

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

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

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

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

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

There are more than 1 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15536>

# Access M/J Civics (#7821021) { M/J Civics - 2106010 }

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

<b>Course Number:</b> 7821021  <b>Course Status:</b> Course Approved <b>Grade Level(s):</b> 6,7,8	<b>Course Path: Section:</b> Exceptional Student Education > <b>Grade Group:</b> Middle/Junior High > <b>Subject:</b> Academics - Subject Areas > <b>Abbreviated Title:</b> ACCESS M/J CIVICS <b>Course Length:</b> Year (Y) <b>Course Attributes:</b> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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## GENERAL NOTES

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

### English Language Development ELD Standards Special Notes Section:

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

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

### Additional Instructional Resources:

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

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

## Course Standards

Name	Description								
	<p>Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.</p>								
<a href="#">SS.7.C.1.1:</a>	<p><b>Remarks/Examples:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages <a href="#">18-19</a>. Additional resources may be found on the <a href="#">FLDOE End-of-Course (EOC) Assessments</a> webpage and the <a href="#">FLDOE Social Studies</a> webpage.</p>								
	<p><b>Related Access Points</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e67e22; color: white;"> <th>Name</th><th>Description</th></tr> </thead> <tbody> <tr> <td><a href="#">SS.7.C.1.In.a:</a></td><td>Recognize that ideas of separation of powers and natural rights influenced the authors of the United States Constitution.</td></tr> <tr> <td><a href="#">SS.7.C.1.Su.a:</a></td><td>Recognize the United States Constitution was based on ideas from the past.</td></tr> <tr> <td><a href="#">SS.7.C.1.Pa.a:</a></td><td>Recognize that ideas of people influence others.</td></tr> </tbody> </table>	Name	Description	<a href="#">SS.7.C.1.In.a:</a>	Recognize that ideas of separation of powers and natural rights influenced the authors of the United States Constitution.	<a href="#">SS.7.C.1.Su.a:</a>	Recognize the United States Constitution was based on ideas from the past.	<a href="#">SS.7.C.1.Pa.a:</a>	Recognize that ideas of people influence others.
Name	Description								
<a href="#">SS.7.C.1.In.a:</a>	Recognize that ideas of separation of powers and natural rights influenced the authors of the United States Constitution.								
<a href="#">SS.7.C.1.Su.a:</a>	Recognize the United States Constitution was based on ideas from the past.								
<a href="#">SS.7.C.1.Pa.a:</a>	Recognize that ideas of people influence others.								
<a href="#">SS.7.C.1.2:</a>	<p>Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.</p> <p><b>Remarks/Examples:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages <a href="#">20-21</a>. Additional resources may be found on the <a href="#">FLDOE End-of-Course (EOC) Assessments</a> webpage and the <a href="#">FLDOE Social Studies</a> webpage.</p>								

### Related Access Points

Name	Description
<a href="#">SS.7.C.1.In.b:</a>	Recognize influences on the colonists' view of government, such as the Magna Carta, the Mayflower Compact, and Thomas Paine's "Common Sense."
<a href="#">SS.7.C.1.Su.b:</a>	Recognize an influence on the colonists' view of government, such as the Mayflower Compact.
<a href="#">SS.7.C.1.Pa.b:</a>	Recognize that ideas of people influence others.

Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.

#### Remarks/Examples:

This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages [22-23](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

### Related Access Points

Name	Description
<a href="#">SS.7.C.1.In.c:</a>	Identify concerns of the American colonists that led to the writing of the Declaration of Independence, such as taxation and laws of England.
<a href="#">SS.7.C.1.Su.c:</a>	Recognize that American colonists were unhappy with the way England was treating them and this led to the writing of the Declaration of Independence.
<a href="#">SS.7.C.1.Pa.c:</a>	Recognize people in the American colonies were unhappy with the way England was treating them.

Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.

#### Remarks/Examples:

This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages [24-25](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

### Related Access Points

Name	Description
<a href="#">SS.7.C.1.In.d:</a>	Identify complaints described in the Declaration of Independence, such as stationing soldiers in people's homes, taxes, and cutting off trade with other countries.
<a href="#">SS.7.C.1.Su.d:</a>	Recognize a complaint described in the Declaration of Independence, such as stationing soldiers in people's homes, taxes, or cutting off trade with other countries.
<a href="#">SS.7.C.1.Pa.d:</a>	Recognize people in the American colonies were unhappy with the way England was treating them.

Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.

#### Remarks/Examples:

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

### Related Access Points

Name	Description
<a href="#">SS.7.C.1.In.e:</a>	Identify a weakness of the Articles of Confederation that led to the writing of the Constitution, such as no president, a weak central government, and each state had its own money system.
<a href="#">SS.7.C.1.Su.e:</a>	Recognize that the Articles of Confederation had weaknesses and the Constitution replaced it.
<a href="#">SS.7.C.1.Pa.e:</a>	Recognize that government can be changed.

Interpret the intentions of the Preamble of the Constitution.

#### Remarks/Examples:

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

### Related Access Points

Name	Description
<a href="#">SS.7.C.1.In.f:</a>	Identify the reasons for establishing a government listed in the Preamble of the United States Constitution.
<a href="#">SS.7.C.1.Su.f:</a>	Recognize that the Preamble of the United States Constitution states the reasons the government was created.
<a href="#">SS.7.C.1.Pa.f:</a>	Recognize a reason for government.

Describe how the Constitution limits the powers of government through separation of powers and checks and balances.

#### Remarks/Examples:

This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages [28-29](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

### Related Access Points

Name	Description
SS.7.C.1.In.g:	Identify examples of separation of powers in the Constitution, such as the three branches of government.
SS.7.C.1.Su.g:	Recognize the powers of the branches of government of the United States.
SS.7.C.1.Pa.g:	Recognize that the government has different parts.

Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.

#### Remarks/Examples:

This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page [30](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

[SS.7.C.1.8:](#)

### Related Access Points

Name	Description
SS.7.C.1.In.h:	Identify an argument for and against the inclusion of a bill of rights in the Constitution.
SS.7.C.1.Su.h:	Recognize a reason for inclusion of a bill of rights in the Constitution, such as the Bill of Rights is for all states.
SS.7.C.1.Pa.h:	Recognize that both individuals and groups have rights.

Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.

#### Remarks/Examples:

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

[SS.7.C.1.9:](#)

### Related Access Points

Name	Description
SS.7.C.1.In.i:	Identify how the rule of law is used in American government, such as people must follow the laws of the government.
SS.7.C.1.Su.i:	Recognize that people must follow the laws of American government.
SS.7.C.1.Pa.i:	Recognize that people must follow laws of government.

Define the term "citizen," and identify legal means of becoming a United States citizen.

#### Remarks/Examples:

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

[SS.7.C.2.1:](#)

### Related Access Points

Name	Description
SS.7.C.2.Su.a:	Recognize that a citizen is a legal resident of a country.
SS.7.C.2.Pa.a:	Recognize a person who is an American citizen.

Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.

#### Remarks/Examples:

This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages [34-35](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

[SS.7.C.2.2:](#)

### Related Access Points

Name	Description
SS.7.C.2.In.b:	Identify obligations of citizens, such as obeying laws, paying taxes, and serving on juries.
SS.7.C.2.Su.b:	Recognize obligations of citizens, such as obeying laws, paying taxes, and serving on juries.
SS.7.C.2.Pa.b:	Recognize an obligation of citizens, such as obeying laws.

Experience the responsibilities of citizens at the local, state, or federal levels.

#### Remarks/Examples:

Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.

[SS.7.C.2.3:](#)

### Related Access Points

Name	Description
SS.7.C.2.In.c:	Describe the responsibilities of a good citizen, such as registering and voting and keeping informed about current issues.
SS.7.C.2.Su.c:	Identify the responsibilities of a good citizen, such as voting and keeping informed about current issues.
SS.7.C.2.Pa.c:	Recognize a responsibility of a good citizen, such as voting.

Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.

**Remarks/Examples:**

This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages [36-37](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

**Related Access Points**

Name	Description
<a href="#">SS.7.C.2.In.d:</a>	Identify the rights of individuals in the Bill of Rights and other amendments to the Constitution.
<a href="#">SS.7.C.2.Su.d:</a>	Recognize the rights of individuals in the Bill of Rights.
<a href="#">SS.7.C.2.Pa.d:</a>	Recognize a right of citizens guaranteed by law.

Distinguish how the Constitution safeguards and limits individual rights.

**Remarks/Examples:**

This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages [38-39](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

**Related Access Points**

Name	Description
<a href="#">SS.7.C.2.In.e:</a>	Identify the rights of individuals in the Bill of Rights and other amendments to the Constitution.
<a href="#">SS.7.C.2.Su.e:</a>	Recognize the rights of individuals in the Bill of Rights.
<a href="#">SS.7.C.2.Pa.e:</a>	Recognize a right of citizens guaranteed by law.

Simulate the trial process and the role of juries in the administration of justice.

**Related Access Points**

Name	Description
<a href="#">SS.7.C.2.In.f:</a>	Identify the purpose of a jury in a trial.
<a href="#">SS.7.C.2.Su.f:</a>	Recognize the purpose of the jury in a trial.
<a href="#">SS.7.C.2.Pa.f:</a>	Recognize a right of citizens guaranteed by law.

[SS.7.C.2.7:](#) Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.

**Related Access Points**

Name	Description
<a href="#">SS.7.C.2.In.g:</a>	Describe the voting process for selecting leaders in the school or community.
<a href="#">SS.7.C.2.Su.g:</a>	Identify how to vote for a leader in the school or community.
<a href="#">SS.7.C.2.Pa.g:</a>	Recognize that people can vote to select a leader in the school or community.

Identify America's current political parties, and illustrate their ideas about government.

**Remarks/Examples:**

This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page [40](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

**Related Access Points**

Name	Description
<a href="#">SS.7.C.2.In.h:</a>	Identify the current political parties in America.
<a href="#">SS.7.C.2.Su.h:</a>	Recognize the current political parties in America.
<a href="#">SS.7.C.2.Pa.h:</a>	Recognize that there are political parties in America.

[SS.7.C.2.9:](#) Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.

**Remarks/Examples:**

This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages [41-42](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

**Related Access Points**

Name	Description
<a href="#">SS.7.C.2.In.i:</a>	Identify the qualifications of candidates for a political office.
<a href="#">SS.7.C.2.Su.i:</a>	Recognize that candidates run for a political office.
<a href="#">SS.7.C.2.Pa.i:</a>	Recognize a political office.

Examine the impact of media, individuals, and interest groups on monitoring and influencing government.

**Remarks/Examples:**

**[SS.7.C.2.10:](#)**

This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page [43](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

**Related Access Points**

Name	Description
<a href="#">SS.7.C.2.In.j:</a>	Identify how the media and people influence government.
<a href="#">SS.7.C.2.Su.j:</a>	Recognize that the media and people can influence government.
<a href="#">SS.7.C.2.Pa.j:</a>	Recognize that the media influences people.

Analyze media and political communications (bias, symbolism, propaganda).

**Remarks/Examples:****[SS.7.C.2.11:](#)**

This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages [44-45](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

**Related Access Points**

Name	Description
<a href="#">SS.7.C.2.In.k:</a>	Identify how the media and people influence government.
<a href="#">SS.7.C.2.Su.k:</a>	Recognize that the media and people can influence government.
<a href="#">SS.7.C.2.Pa.k:</a>	Recognize that the media influences people.

Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.

**Remarks/Examples:****[SS.7.C.2.12:](#)**

This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages [46-47](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

**Related Access Points**

Name	Description
<a href="#">SS.7.C.2.In.l:</a>	Recognize a problem in the local community and the appropriate governmental agency to respond to that problem.
<a href="#">SS.7.C.2.Su.l:</a>	Recognize a problem in the local community and an authority to respond to that problem.
<a href="#">SS.7.C.2.Pa.l:</a>	Recognize an authority to respond to a problem.

Examine multiple perspectives on public and current issues.

**Remarks/Examples:****[SS.7.C.2.13:](#)**

This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages [48-49](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

**Related Access Points**

Name	Description
<a href="#">SS.7.C.2.In.m:</a>	Identify different perspectives on current issues.
<a href="#">SS.7.C.2.Su.m:</a>	Recognize different perspectives on current issues.
<a href="#">SS.7.C.2.Pa.m:</a>	Recognize a point of view on current issues.

Conduct a service project to further the public good.

**Remarks/Examples:****[SS.7.C.2.14:](#)**

The project can be at the school, community, state, national, or international level.

**Related Access Points**

Name	Description
<a href="#">SS.7.C.2.In.n:</a>	Engage in a service project to further the public good, such as at school, community, or state levels.
<a href="#">SS.7.C.2.Su.n:</a>	Assist with a service project to further the public good, such as at school, community, or state levels.
<a href="#">SS.7.C.2.Pa.n:</a>	Participate in a service project to further the public good, such as at school, community, or state levels.

Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).

**Remarks/Examples:****[SS.7.C.3.1:](#)**

This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page [50](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

**Related Access Points**

Name	Description
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<b>SS.7.C.3.In.a:</b>	Identify characteristics of different forms of government, such as democracy, monarchy, and communism.
<b>SS.7.C.3.Su.a:</b>	Recognize different forms of government, such as democracy and communism.
<b>SS.7.C.3.Pa.a:</b>	Recognize that in a democracy, people vote to elect government leaders.

Compare parliamentary, federal, confederal, and unitary systems of government.

**Remarks/Examples:**

This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages [51-52](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

**Related Access Points**

Name	Description
<b>SS.7.C.3.In.b:</b>	Identify characteristics of different forms of government, such as democracy, monarchy, and communism.
<b>SS.7.C.3.Su.b:</b>	Recognize different forms of government, such as democracy and communism.
<b>SS.7.C.3.Pa.b:</b>	Recognize that in a democracy, people vote to elect government leaders.

Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.

**Remarks/Examples:**

This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages [53-54](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

**Related Access Points**

Name	Description
<b>SS.7.C.3.In.c:</b>	Identify the major function of the three branches of the United States government established by the Constitution.
<b>SS.7.C.3.Su.c:</b>	Recognize the major function of the three branches of the United States government.
<b>SS.7.C.3.Pa.c:</b>	Recognize that the United States government has three parts.

Identify the relationship and division of powers between the federal government and state governments.

**Remarks/Examples:**

This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page [55](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

**Related Access Points**

Name	Description
<b>SS.7.C.3.In.d:</b>	Identify the relationship of power between the federal and state governments.
<b>SS.7.C.3.Su.d:</b>	Recognize the relationship of power between the federal and state governments.
<b>SS.7.C.3.Pa.d:</b>	Recognize that governments have different powers.

Explain the Constitutional amendment process.

**Remarks/Examples:**

This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page [56](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

**Related Access Points**

Name	Description
<b>SS.7.C.3.In.e:</b>	Identify steps to amending the Constitution.
<b>SS.7.C.3.Su.e:</b>	Identify that the Constitution can be changed by amendments.
<b>SS.7.C.3.Pa.e:</b>	Recognize that the government can change laws.

Evaluate Constitutional rights and their impact on individuals and society.

**Remarks/Examples:**

This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page [57](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

**Related Access Points**

Name	Description
<b>SS.7.C.3.In.f:</b>	Identify the rights of individuals provided by the Constitution and Bill of Rights.
<b>SS.7.C.3.Su.f:</b>	Recognize the rights of individuals provided by the Constitution and Bill of Rights.
<b>SS.7.C.3.Pa.f:</b>	Recognize individual rights provided by the government.

Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.

[SS.7.C.3.7:](#)

**Remarks/Examples:**

This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages [58-59](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

**Related Access Points**

Name	Description
<a href="#">SS.7.C.3.In.g:</a>	Identify ways amendments to the United States Constitution have promoted the full participation of minority groups in American democracy, such as the abolition of slavery, the right to vote, and nondiscrimination on account of race.
<a href="#">SS.7.C.3.Su.g:</a>	Recognize that amendments to the United States Constitution promoted the full participation of minority groups in American democracy, such as the right to vote and nondiscrimination on account of race.
<a href="#">SS.7.C.3.Pa.g:</a>	Recognize that American citizens have the right to vote.

Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.

[SS.7.C.3.8:](#)

**Remarks/Examples:**

This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages [60-61](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

**Related Access Points**

Name	Description
<a href="#">SS.7.C.3.In.h:</a>	Identify the major function of the three branches of the United States government established by the Constitution.
<a href="#">SS.7.C.3.Su.h:</a>	Recognize the major function of the three branches of the United States government.
<a href="#">SS.7.C.3.Pa.h:</a>	Recognize that the United States government has three parts.

Illustrate the law making process at the local, state, and federal levels.

[SS.7.C.3.9:](#)

**Remarks/Examples:**

This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages [60-61](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

**Related Access Points**

Name	Description
<a href="#">SS.7.C.3.In.i:</a>	Identify how government makes a law.
<a href="#">SS.7.C.3.Su.i:</a>	Recognize how government makes a law.
<a href="#">SS.7.C.3.Pa.i:</a>	Recognize that the government makes laws.

Identify sources and types (civil, criminal, constitutional, military) of law.

[SS.7.C.3.10:](#)

**Remarks/Examples:**

This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page [62](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

**Related Access Points**

Name	Description
<a href="#">SS.7.C.3.In.j:</a>	Identify how government makes a law.
<a href="#">SS.7.C.3.Su.j:</a>	Recognize how government makes a law.
<a href="#">SS.7.C.3.Pa.j:</a>	Recognize that the government makes laws.

Diagram the levels, functions, and powers of courts at the state and federal levels.

[SS.7.C.3.11:](#)

**Remarks/Examples:**

This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages [63-64](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

**Related Access Points**

Name	Description
<a href="#">SS.7.C.3.In.k:</a>	Identify court systems, such as criminal and civil courts at different levels of government.
<a href="#">SS.7.C.3.Su.k:</a>	Recognize different court systems, such as criminal and civil courts.
<a href="#">SS.7.C.3.Pa.k:</a>	Recognize that courts settle conflicts.

Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, in re Gault, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, and Bush v. Gore.

[SS.7.C.3.12:](#)

**Remarks/Examples:**

This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view

### Related Access Points

Name	Description
<a href="#">SS.7.C.3.In.l:</a>	Identify the importance of landmark Supreme Court cases, such as Brown v. Board of Education and Miranda v. Arizona.
<a href="#">SS.7.C.3.Su.l:</a>	Recognize the importance of landmark Supreme Court cases, such as Brown v. Board of Education.
<a href="#">SS.7.C.3.Pa.l:</a>	Recognize that the Supreme Court recognizes that all citizens are equal.

Compare the constitutions of the United States and Florida.

#### Remarks/Examples:

[SS.7.C.3.13:](#)

This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages [66-67](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

### Related Access Points

Name	Description
<a href="#">SS.7.C.3.In.m:</a>	Describe the Constitution of the State of Florida.
<a href="#">SS.7.C.3.Su.m:</a>	Identify the Constitution of the State of Florida.
<a href="#">SS.7.C.3.Pa.m:</a>	Recognize that the State of Florida has laws.

Differentiate between local, state, and federal governments' obligations and services.

#### Remarks/Examples:

[SS.7.C.3.14:](#)

This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages [68-69](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

### Related Access Points

Name	Description
<a href="#">SS.7.C.3.In.n:</a>	Identify obligations and services of local, state, and federal governments.
<a href="#">SS.7.C.3.Su.n:</a>	Recognize major obligations and services of local, state, and federal governments.
<a href="#">SS.7.C.3.Pa.n:</a>	Recognize that local, state, and federal governments provide services.

Differentiate concepts related to United States domestic and foreign policy.

#### Remarks/Examples:

[SS.7.C.4.1:](#)

This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages [70-71](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

### Related Access Points

Name	Description
<a href="#">SS.7.C.4.In.a:</a>	Identify that the United States government creates domestic policy to guide decisions at home and foreign policy to guide decisions in foreign countries.
<a href="#">SS.7.C.4.Su.a:</a>	Recognize that the United States government solves problems at home (domestic policies) and in other countries (foreign policies).
<a href="#">SS.7.C.4.Pa.a:</a>	Recognize that the government solves problems.

Recognize government and citizen participation in international organizations.

#### Remarks/Examples:

[SS.7.C.4.2:](#)

Examples are United Nations, NATO, Peace Corps, World Health Organization, World Trade Organization, International Court of Justice.

This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages [72-73](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

### Related Access Points

Name	Description
<a href="#">SS.7.C.4.In.b:</a>	Identify ways the United States works with other nations through international organizations, such as the United Nations, Peace Corps, and World Health Organization.
<a href="#">SS.7.C.4.Su.b:</a>	Recognize that the United States assists other nations, such as providing aid through the United Nations and Peace Corps.
<a href="#">SS.7.C.4.Pa.b:</a>	Recognize that the United States helps other countries.

Describe examples of how the United States has dealt with international conflicts.

#### Remarks/Examples:

[SS.7.C.4.3:](#)

This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages [74-75](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

### Related Access Points

Name	Description
SS.7.C.4.In.c:	Identify how the United States has been involved in an international conflict.
SS.7.C.4.Su.c:	Recognize that the United States has been involved in an international conflict.
SS.7.C.4.Pa.c:	Recognize an international conflict.

[SS.7.E.1.1:](#)

Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.

### Related Access Points

Name	Description
SS.7.E.1.In.a:	Identify major characteristics of market (buyers/sellers) and mixed (buyers/sellers and government-controlled) economies.
SS.7.E.1.Su.a:	Recognize characteristics of a market (buyers/sellers) economy.
SS.7.E.1.Pa.a:	Recognize people use money to purchase goods and services.

[SS.7.E.1.2:](#)

Discuss the importance of borrowing and lending in the United States, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit.

### Related Access Points

Name	Description
SS.7.E.1.In.b:	Identify differences in borrowing and lending money, including the use of credit.
SS.7.E.1.Su.b:	Recognize differences in borrowing and lending money.
SS.7.E.1.Pa.b:	Recognize the difference between a loan and a gift.

[SS.7.E.1.3:](#)

Review the concepts of supply and demand, choice, scarcity, and opportunity cost as they relate to the development of the mixed market economy in the United States.

### Related Access Points

Name	Description
SS.7.E.1.In.c:	Identify common examples of the concepts of supply and demand, choice, scarcity, and opportunity cost.
SS.7.E.1.Su.c:	Recognize common examples of the concepts of supply and demand, choice, and scarcity.
SS.7.E.1.Pa.c:	Recognize an example of choice and scarcity.

[SS.7.E.1.4:](#)

Discuss the function of financial institutions in the development of a market economy.

### Related Access Points

Name	Description
SS.7.E.1.In.d:	Identify different kinds of accounts and services provided by banks or other financial institutions.
SS.7.E.1.Su.d:	Recognize common accounts provided by banks or other financial institutions.
SS.7.E.1.Pa.d:	Recognize that a bank is a place to save money.

[SS.7.E.1.5:](#)

Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.

### Related Access Points

Name	Description
SS.7.E.1.In.e:	Identify that profit and incentives motivate people and businesses to work harder.
SS.7.E.1.Su.e:	Recognize that incentives motivate people to work.
SS.7.E.1.Pa.e:	Recognize an incentive for completing work.

Compare the national budget process to the personal budget process.

#### Remarks/Examples:

Prepare an individual budget which includes housing, food, leisure, communication, and miscellaneous categories and compare that to federal government budget allocations.

### Related Access Points

Name	Description
SS.7.E.1.In.f:	Identify an individual budget and how personal needs are used to develop it.
SS.7.E.1.Su.f:	Recognize the parts of a budget and how personal needs are used to develop it.
SS.7.E.1.Pa.f:	Recognize a plan (budget) to use resources, such as time, money, or materials.

[SS.7.E.2.1:](#)

Explain how federal, state, and local taxes support the economy as a function of the United States government.

### Related Access Points

Name	Description
SS.7.E.2.In.a:	Identify how federal and local taxes are used by the government.
SS.7.E.2.Su.a:	Recognize how taxes are used by the government.
SS.7.E.2.Pa.a:	Recognize that taxes pay for services.

Describe the banking system in the United States and its impact on the money supply.

[SS.7.E.2.2:](#)

**Remarks/Examples:**

Examples are the Federal Reserve System and privately owned banks.

**Related Access Points**

Name	Description
<a href="#">SS.7.E.2.In.b:</a>	Identify that the banking system in the United States controls the money supply and interest rates.
<a href="#">SS.7.E.2.Su.b:</a>	Recognize that the banking system in the United States controls money.
<a href="#">SS.7.E.2.Pa.b:</a>	Associate banks with money.

[SS.7.E.2.3:](#)

Identify and describe United States laws and regulations adopted to promote economic competition.

**Related Access Points**

Name	Description
<a href="#">SS.7.E.2.In.c:</a>	Identify that there are laws that affect the economy, such as anti-monopoly or patent laws.
<a href="#">SS.7.E.2.Su.c:</a>	Recognize that there are laws that affect the economy, such as patent laws.
<a href="#">SS.7.E.2.Pa.c:</a>	Recognize that businesses must follow rules.

[SS.7.E.2.4:](#)

Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.

**Related Access Points**

Name	Description
<a href="#">SS.7.E.2.In.d:</a>	Identify people from diverse backgrounds who have created successful businesses.
<a href="#">SS.7.E.2.Su.d:</a>	Recognize people from diverse backgrounds who have created successful businesses.
<a href="#">SS.7.E.2.Pa.d:</a>	Recognize that people create businesses.

Explain how economic institutions impact the national economy.

[SS.7.E.2.5:](#)

**Remarks/Examples:**

Examples are the stock market, banks, credit unions.

**Related Access Points**

Name	Description
<a href="#">SS.7.E.2.In.e:</a>	Identify an impact that financial institutions have on the national economy, such as the stock market, banks, and credit unions.
<a href="#">SS.7.E.2.Su.e:</a>	Recognize that financial institutions impact the national economy, such as banks and credit unions.
<a href="#">SS.7.E.2.Pa.e:</a>	Associate banks with money.

[SS.7.E.3.1:](#)

Explain how international trade requires a system for exchanging currency between and among nations.

**Related Access Points**

Name	Description
<a href="#">SS.7.E.3.In.a:</a>	Recognize that currencies from different countries can be exchanged for trade.
<a href="#">SS.7.E.3.Su.a:</a>	Recognize that countries use different types of currency for trade.
<a href="#">SS.7.E.3.Pa.a:</a>	Recognize coins or bills from the United States.

[SS.7.E.3.2:](#)

Assess how the changing value of currency affects trade of goods and services between nations.

**Related Access Points**

Name	Description
<a href="#">SS.7.E.3.In.b:</a>	Recognize that currencies from different countries can be exchanged for trade.
<a href="#">SS.7.E.3.Su.b:</a>	Recognize that countries use different types of currency for trade.
<a href="#">SS.7.E.3.Pa.b:</a>	Recognize coins or bills from the United States.

[SS.7.E.3.3:](#)

Compare and contrast a single resource economy with a diversified economy.

**Related Access Points**

Name	Description
<a href="#">SS.7.E.3.In.c:</a>	Identify differences between a single resource economy and a diversified economy.
<a href="#">SS.7.E.3.Su.c:</a>	Recognize a difference between a single resource economy and a diversified economy.
<a href="#">SS.7.E.3.Pa.c:</a>	Recognize a product of an economy.

[SS.7.E.3.4:](#)

Compare and contrast the standard of living in various countries today to that of the United States using gross domestic product (GDP) per capita as an indicator.

**Related Access Points**

Name	Description
<a href="#">SS.7.E.3.In.d:</a>	Identify characteristics of the standard of living in the United States and other countries.
<a href="#">SS.7.E.3.Su.d:</a>	Recognize characteristics of the standard of living in the United States.
<a href="#">SS.7.E.3.Pa.d:</a>	Recognize that some people have more than others.

**SS.7.G.1.1:**

Locate the fifty states and their capital cities in addition to the nation's capital on a map.

**Related Access Points**

Name	Description
<a href="#">SS.7.G.1.In.a:</a>	Locate selected states, capitals, and the nation's capital on a map.
<a href="#">SS.7.G.1.Su.a:</a>	Locate selected states and their capitals on a map.
<a href="#">SS.7.G.1.Pa.a:</a>	Locate the United States on a map.

Locate on a world map the territories and protectorates of the United States of America.

**SS.7.G.1.2:****Remarks/Examples:**

Examples are American Samoa, Guam, Puerto Rico, U.S. Virgin Islands.

**Related Access Points**

Name	Description
<a href="#">SS.7.G.1.In.b:</a>	Locate on a world map selected United States territories, such as Guam, U.S. Virgin Islands, and Puerto Rico.
<a href="#">SS.7.G.1.Su.b:</a>	Locate on a world map a United States territory, such as Guam, U.S. Virgin Islands, or Puerto Rico.
<a href="#">SS.7.G.1.Pa.b:</a>	Locate the United States on a map.

**SS.7.G.1.3:**

Interpret maps to identify geopolitical divisions and boundaries of places in North America.

**Related Access Points**

Name	Description
<a href="#">SS.7.G.1.In.c:</a>	Identify the divisions and boundaries of places in North America, including the United States, Canada, Mexico, and Central America.
<a href="#">SS.7.G.1.Su.c:</a>	Identify the boundaries of United States, Canada, and Mexico on a map.
<a href="#">SS.7.G.1.Pa.c:</a>	Locate the United States on a map.

Locate major cultural landmarks that are emblematic of the United States.

**SS.7.G.2.1:****Remarks/Examples:**

Examples are Statue of Liberty, White House, Mount Rushmore, Capitol, Empire State Building, Gateway Arch, Independence Hall, Alamo, Hoover Dam.

**Related Access Points**

Name	Description
<a href="#">SS.7.G.2.In.a:</a>	Recognize major cultural landmarks that are emblematic of the United States, such as the Statue of Liberty, White House, and Mount Rushmore.
<a href="#">SS.7.G.2.Su.a:</a>	Recognize a major cultural landmark that is emblematic of the United States, such as the Statue of Liberty or the White House.
<a href="#">SS.7.G.2.Pa.a:</a>	Associate a major cultural landmark with the United States, such as the Statue of Liberty.

Locate major physical landmarks that are emblematic of the United States.

**SS.7.G.2.2:****Remarks/Examples:**

Examples are Grand Canyon, Mt. Denali, Everglades, Great Salt Lake, Mississippi River, Great Plains.

**Related Access Points**

Name	Description
<a href="#">SS.7.G.2.In.b:</a>	Locate selected major physical landmarks that are emblematic of the United States, such as the Grand Canyon, Everglades, Great Salt Lake, and Great Plains.
<a href="#">SS.7.G.2.Su.b:</a>	Locate a major physical landmark that is emblematic of the United States, such as the Grand Canyon, Everglades, Great Salt Lake, or Great Plains.
<a href="#">SS.7.G.2.Pa.b:</a>	Associate a major physical landmark with the United States, such as the Grand Canyon.

**SS.7.G.2.3:**

Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.

**Related Access Points**

Name	Description
<a href="#">SS.7.G.2.In.c:</a>	Identify how major physical characteristics, climate, and location have influenced settlement and the economy in the United States.
<a href="#">SS.7.G.2.Su.c:</a>	Recognize major physical characteristics, climate, and location that have influenced settlement and the economy in the United States.
<a href="#">SS.7.G.2.Pa.c:</a>	Recognize how a physical characteristic of a location affects people.

Describe current major cultural regions of North America.

**SS.7.G.2.4:****Remarks/Examples:**

Examples are the South, Rust-belt, Silicon Valley.

**Related Access Points**

Name	Description
<a href="#">SS.7.G.2.In.d:</a>	Recognize major cultural regions of the United States, such as the South, West Coast, and Midwest.
<a href="#">SS.7.G.2.Su.d:</a>	Recognize a major cultural region of the United States, such as the South.

**SS.7.G.3.1:**

Use maps to describe the location, abundance, and variety of natural resources in North America.

**Related Access Points**

Name	Description
SS.7.G.3.In.a:	Use maps to identify natural resources in North America.
SS.7.G.3.Su.a:	Use maps to recognize natural resources in North America.
SS.7.G.3.Pa.a:	Use a pictorial map to recognize a natural resource.

**SS.7.G.4.1:**

Use geographic terms and tools to explain cultural diffusion throughout North America.

**Related Access Points**

Name	Description
SS.7.G.4.In.a:	Use geographic terms and tools to identify different cultures in North America.
SS.7.G.4.Su.a:	Use geographic tools to recognize a different culture in North America.
SS.7.G.4.Pa.a:	Use a geographic tool to recognize a characteristic of culture in North America.

**SS.7.G.4.2:**

Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.

**Related Access Points**

Name	Description
SS.7.G.4.In.b:	Use maps and other geographic tools to identify different population groups of the United States.
SS.7.G.4.Su.b:	Use maps and other geographic tools to recognize a population group of the United States.
SS.7.G.4.Pa.b:	Use a geographic tool to recognize a characteristic of culture in North America.

**SS.7.G.5.1:**

Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community.

**Remarks/Examples:**

Examples are tri-county mangrove decimation, beach erosion.

**Related Access Points**

Name	Description
SS.7.G.5.In.a:	Use a map to display information about issues of conservation or ecology in the local community.
SS.7.G.5.Su.a:	Use a map to display information about an issue of conservation or ecology in the local community.
SS.7.G.5.Pa.a:	Use a map to display information about the local environment.

**SS.7.G.6.1:**

Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.

**Remarks/Examples:**

Examples are population density, changes in census data, and district reapportionment over time.

**Related Access Points**

Name	Description
SS.7.G.6.In.a:	Use a form of technology to locate and view maps with current information about the United States, such as population density.
SS.7.G.6.Su.a:	Use a form of technology to view maps with current information about a region of the United States, such as population maps.
SS.7.G.6.Pa.a:	Use technology to view information about the United States.

**LAFS.68.RH.1.1:**

Cite specific textual evidence to support analysis of primary and secondary sources.

**LAFS.68.RH.1.2:**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

**LAFS.68.RH.1.3:**

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

**LAFS.68.RH.2.4:**

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

**LAFS.68.RH.2.5:**

Describe how a text presents information (e.g., sequentially, comparatively, causally).

**LAFS.68.RH.2.6:**

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

**LAFS.68.RH.3.7:**

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**LAFS.68.RH.3.8:**

Distinguish among fact, opinion, and reasoned judgment in a text.

**LAFS.68.RH.3.9:**

Analyze the relationship between a primary and secondary source on the same topic.

Write arguments focused on discipline-specific content.

a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

d. Establish and maintain a formal style.

e. Provide a concluding statement or section that follows from and supports the argument presented.

**LAFS.68.WHST.1.1:**

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

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

<a href="#">LAFS.68.WHST.1.2:</a>	b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
<a href="#">LAFS.68.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.68.WHST.2.5:</a>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<a href="#">LAFS.68.WHST.2.6:</a>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<a href="#">LAFS.68.WHST.3.7:</a>	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
<a href="#">LAFS.68.WHST.3.8:</a>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<a href="#">LAFS.68.WHST.3.9:</a>	Draw evidence from informational texts to support analysis, reflection, and research.
<a href="#">LAFS.68.WHST.4.10:</a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.

### Related Access Points

Name	Description
<a href="#">LAFS.7.SL.1.AP.1a:</a>	Discuss how own view or opinion changes using new information provided by others.
<a href="#">LAFS.7.SL.1.AP.1b:</a>	Describe how the claims within a speaker's argument match own argument.
<a href="#">LAFS.7.SL.1.AP.1c:</a>	Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.

[LAFS.7.SL.1.2:](#) Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

### Related Access Points

Name	Description
<a href="#">LAFS.7.SL.1.AP.2a:</a>	Critically evaluate main ideas and details presented in diverse media (e.g., visually, personal communication, periodicals, social media) and formats for accuracy.
<a href="#">LAFS.7.SL.1.AP.2b:</a>	Explain if and how ideas presented in diverse media (e.g., visually, personal communication, periodicals, social media) clarify a topic, text or issue under study.
<a href="#">LAFS.7.SL.1.AP.2c:</a>	Identify how information presented in diverse media and formats (e.g., visually, quantitatively, orally) on a topic or text contributes to understanding.

[LAFS.7.SL.1.3:](#) Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

### Related Access Points

Name	Description
<a href="#">LAFS.7.SL.1.AP.3a:</a>	Evaluate the soundness of reasoning and the relevance and sufficiency of evidence provided in an argument.
<a href="#">LAFS.7.SL.1.AP.3b:</a>	Evaluate the soundness or accuracy of reasons presented to support a claim.

[LAFS.7.SL.2.4:](#) Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

### Related Access Points

Name	Description
<a href="#">LAFS.7.SL.2.AP.4a:</a>	Present claims and findings, emphasizing salient points in a coherent manner with pertinent descriptions, facts, details and examples.
<a href="#">LAFS.7.SL.2.AP.4b:</a>	Report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details that support the main ideas.

### Make sense of problems and persevere in solving them.

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

and identify correspondences between different approaches.

**Construct viable arguments and critique the reasoning of others.**

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Use appropriate tools strategically.**

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

**Attend to precision.**

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.

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

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

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

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

[HE.7.P.8.2:](#)

Articulate a position on a health-related issue and support it with accurate health information.

**Remarks/Examples:**

Bullying prevention, Internet safety, and nutritional choices.

**Related Access Points**

Name	Description
<a href="#">HE.7.P.8.In.2:</a>	Describe a health-enhancing position on a topic using accurate information from selected resources to support it, such as bullying prevention, using the Internet, or choosing nutritious foods.
<a href="#">HE.7.P.8.Su.2:</a>	Identify reasons why a selected health-enhancing position is desirable, such as bullying prevention, using the Internet safely, or choosing nutritious foods.
<a href="#">HE.7.P.8.Pa.2:</a>	Recognize a reason why a selected health-enhancing position is desirable, such as bullying prevention, using the Internet safely, or choosing nutritious foods.

**Related Certifications**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

<a href="#">Elementary Education (Elementary Grades 1-6) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Social Studies (Elementary Grades 1-6) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
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<a href="#">History (Grades 6-12) Plus Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Elementary Education (Grades K-6) Plus Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12) Plus Elementary Education (Elementary Grades 1-6)</a>
<a href="#">Social Studies (Elementary Grades 1-6) Plus Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
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<a href="#">History (Grades 6-12) Plus Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>

There are more than 549 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15493>

# Access M/J World History (#7821022) [{ M/J World History - 2109010 }](#)

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

<b>Course Number:</b> 7821022  <b>Course Status:</b> Course Approved <b>Grade Level(s):</b> 6,7,8	<b>Course Path: Section:</b> Exceptional Student Education > <b>Grade Group:</b> Middle/Junior High > <b>Subject:</b> Academics - Subject Areas > <b>Abbreviated Title:</b> ACCESS M/J WRLD HIST <b>Course Length:</b> Year (Y) <b>Course Attributes:</b> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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## GENERAL NOTES

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

### English Language Development ELD Standards Special Notes Section:

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

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

### Additional Instructional Resources:

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

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

## Course Standards

Name	Description								
<a href="#">SS.6.C.1.1:</a>	Identify democratic concepts developed in ancient Greece that served as a foundation for American constitutional democracy. <b>Remarks/Examples:</b> Examples are polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law.								
<b>Related Access Points</b>									
	<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #e67e22; color: white;"> <th>Name</th><th>Description</th></tr> </thead> <tbody> <tr> <td><a href="#">SS.6.C.1.In.a:</a></td><td>Identify foundations of a democratic government developed in ancient Greece, such as civic participation and voting, legislative bodies, and rule of law.</td></tr> <tr> <td><a href="#">SS.6.C.1.Su.a:</a></td><td>Recognize a foundation of a democratic government developed in ancient Greece, such as civic participation or voting.</td></tr> <tr> <td><a href="#">SS.6.C.1.Pa.a:</a></td><td>Recognize that citizens vote for leaders.</td></tr> </tbody> </table>	Name	Description	<a href="#">SS.6.C.1.In.a:</a>	Identify foundations of a democratic government developed in ancient Greece, such as civic participation and voting, legislative bodies, and rule of law.	<a href="#">SS.6.C.1.Su.a:</a>	Recognize a foundation of a democratic government developed in ancient Greece, such as civic participation or voting.	<a href="#">SS.6.C.1.Pa.a:</a>	Recognize that citizens vote for leaders.
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<a href="#">SS.6.C.1.Pa.a:</a>	Recognize that citizens vote for leaders.								
<a href="#">SS.6.C.1.2:</a>	Identify how the government of the Roman Republic contributed to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).								
<b>Related Access Points</b>									
	<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #e67e22; color: white;"> <th>Name</th><th>Description</th></tr> </thead> <tbody> <tr> <td><a href="#">SS.6.C.1.In.b:</a></td><td>Identify foundations of a democratic government developed in the Roman Republic, such as separation of powers, representative government, and civic duty.</td></tr> <tr> <td><a href="#">SS.6.C.1.Su.b:</a></td><td>Recognize a foundation of a democratic government developed in the Roman Republic, such as representative government or civic duty.</td></tr> <tr> <td><a href="#">SS.6.C.1.Pa.b:</a></td><td>Recognize that citizens must obey the law.</td></tr> </tbody> </table>	Name	Description	<a href="#">SS.6.C.1.In.b:</a>	Identify foundations of a democratic government developed in the Roman Republic, such as separation of powers, representative government, and civic duty.	<a href="#">SS.6.C.1.Su.b:</a>	Recognize a foundation of a democratic government developed in the Roman Republic, such as representative government or civic duty.	<a href="#">SS.6.C.1.Pa.b:</a>	Recognize that citizens must obey the law.
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<a href="#">SS.6.C.1.Pa.b:</a>	Recognize that citizens must obey the law.								

**SS.6.C.2.1:**

Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.

**Related Access Points**

Name	Description
<a href="#">SS.6.C.2.In.a:</a>	Identify a characteristic of ancient Greek and Roman civilizations that is part of the United States government today, such as citizen participation in government.
<a href="#">SS.6.C.2.Su.a:</a>	Recognize a characteristic of ancient civilizations that is part of the United States government today, such as citizen participation in government.
<a href="#">SS.6.C.2.Pa.a:</a>	Recognize that citizens participate in government.

**SS.6.E.1.1:**

Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.

**Related Access Points**

Name	Description
<a href="#">SS.6.E.1.In.a:</a>	Recognize factors that increase the economy, such as new resources, increased productivity, and technology.
<a href="#">SS.6.E.1.Su.a:</a>	Recognize a factor that increases the economy, such as new resources, increased productivity, or technology.
<a href="#">SS.6.E.1.Pa.a:</a>	Recognize a result of an increase in the production of goods, such as increased productivity.

**SS.6.E.1.2:**

Describe and identify traditional and command economies as they appear in different civilizations.

**Related Access Points**

Name	Description
<a href="#">SS.6.E.1.In.b:</a>	Recognize basic characteristics of trade/barter (traditional) economies.
<a href="#">SS.6.E.1.Su.b:</a>	Recognize a basic characteristic of trade/barter (traditional) economies.
<a href="#">SS.6.E.1.Pa.b:</a>	Recognize that people can purchase or trade desired goods or services.

**SS.6.E.1.3:**

Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).

**Related Access Points**

Name	Description
<a href="#">SS.6.E.1.In.c:</a>	Identify economic concepts as they relate to early civilization, such as scarcity, supply and demand, and trade.
<a href="#">SS.6.E.1.Su.c:</a>	Recognize economic concepts as they relate to early civilization, such as scarcity and trade.
<a href="#">SS.6.E.1.Pa.c:</a>	Recognize the meaning of economic terms, such as buy, sell, or exchange (trade).

**SS.6.E.2.1:**

Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.

**Related Access Points**

Name	Description
<a href="#">SS.6.E.2.In.a:</a>	Identify that leaders or family groups make economic decisions for their civilizations.
<a href="#">SS.6.E.2.Su.a:</a>	Recognize that leaders or family groups make economic decisions for their civilizations.
<a href="#">SS.6.E.2.Pa.a:</a>	Recognize that leaders make decisions about money.

**SS.6.E.3.1:**

Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.

**Related Access Points**

Name	Description
<a href="#">SS.6.E.3.In.a:</a>	Recognize why people used different types of currency for trade in past civilizations.
<a href="#">SS.6.E.3.Su.a:</a>	Recognize that people used different types of currency for trade in past civilizations.
<a href="#">SS.6.E.3.Pa.a:</a>	Recognize that people use money for trade.

**SS.6.E.3.2:**

Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.

**Related Access Points**

Name	Description
<a href="#">SS.6.E.3.In.b:</a>	Identify products that were traded among civilizations and an example of a barrier to trade.
<a href="#">SS.6.E.3.Su.b:</a>	Recognize products that were traded among civilizations.
<a href="#">SS.6.E.3.Pa.b:</a>	Recognize an example of a product that was traded.

**SS.6.E.3.3:**

Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.

**Related Access Points**

Name	Description
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<b>SS.6.E.3.In.c:</b> Identify that the barter system (direct trading of goods and services) changed over time and some people became merchants.
<b>SS.6.E.3.Su.c:</b> Recognize the role of the merchant in the exchange of goods and services.
<b>SS.6.E.3.Pa.c:</b> Recognize that some people (merchants) sell goods to others.

#### [SS.6.E.3.4:](#)

Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.

#### Related Access Points

Name	Description
<a href="#">SS.6.E.3.In.d:</a>	Identify that voluntary trade occurs when all participants are free to trade and expect to gain from the trade.
<a href="#">SS.6.E.3.Su.d:</a>	Recognize that both buyers and sellers expect to gain when making a trade.
<a href="#">SS.6.E.3.Pa.d:</a>	Recognize give and take in a voluntary trade.

#### [SS.6.G.1.1:](#)

Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.

#### Related Access Points

Name	Description
<a href="#">SS.6.G.1.In.a:</a>	Use lines of latitude and longitude to locate places and to identify climate and time zones.
<a href="#">SS.6.G.1.Su.a:</a>	Use a coordinate grid on a map to locate places.
<a href="#">SS.6.G.1.Pa.a:</a>	Use positional words to identify a relative location.

#### [SS.6.G.1.2:](#)

Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.

#### Related Access Points

Name	Description
<a href="#">SS.6.G.1.In.b:</a>	Identify the purposes of different types of maps, such as political, physical, or special purpose.
<a href="#">SS.6.G.1.Su.b:</a>	Identify differences between maps and globes.
<a href="#">SS.6.G.1.Pa.b:</a>	Recognize a purpose of maps and globes.

Identify natural wonders of the ancient world.

#### [SS.6.G.1.3:](#)

##### Remarks/Examples:

Examples are Seven Natural Wonders of Africa, Himalayas, Gobi Desert.

#### Related Access Points

Name	Description
<a href="#">SS.6.G.1.In.c:</a>	Recognize natural wonders of the ancient world, such as the Seven Natural Wonders of Africa, Himalayas, and Gobi Desert.
<a href="#">SS.6.G.1.Su.c:</a>	Recognize a natural wonder of the ancient world, such as the Himalayas or Gobi Desert.
<a href="#">SS.6.G.1.Pa.c:</a>	Recognize natural landforms, such as mountains and deserts.

Utilize tools geographers use to study the world.

#### [SS.6.G.1.4:](#)

##### Remarks/Examples:

Examples are maps, globes, graphs, charts and geo-spatial tools such as GPS (global positioning system), GIS (Geographic Information Systems), satellite imagery, aerial photography, online mapping resources.

#### Related Access Points

Name	Description
<a href="#">SS.6.G.1.In.d:</a>	Use tools of geography, such as maps, globes, satellite images, and charts.
<a href="#">SS.6.G.1.Su.d:</a>	Use selected tools of geography, such as maps, globes, and charts.
<a href="#">SS.6.G.1.Pa.d:</a>	Use a tool of geography, such as a simple map or globe.

#### [SS.6.G.1.5:](#)

Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.

#### Related Access Points

Name	Description
<a href="#">SS.6.G.1.In.e:</a>	Use scale and cardinal directions to describe the relative location between two places on a map.
<a href="#">SS.6.G.1.Su.e:</a>	Use cardinal directions to describe the relative location of a place on a map.
<a href="#">SS.6.G.1.Pa.e:</a>	Use positional words to identify a relative location on a map.

Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.

#### [SS.6.G.1.6:](#)

##### Remarks/Examples:

Examples are major rivers, seas, oceans.

#### Related Access Points

Name	Description
<a href="#">SS.6.G.1.In.f:</a>	Use a map to identify major bodies of water in the world, such as major rivers, seas, and oceans, and recognize ways they have impacted civilization.
<a href="#">SS.6.G.1.Su.f:</a>	Use a map to recognize major bodies of water in the world, such as major rivers, seas, and oceans, and recognize a way they have impacted civilization.
<a href="#">SS.6.G.1.Pa.f:</a>	Use a map to recognize a body of water.

Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.

**SS.6.G.1.7:**

**Remarks/Examples:**

Examples are Phoenicia, Carthage, Crete, Egypt, Greece, Rome, Kush.

**Related Access Points**

Name	Description
SS.6.G.1.In.q:	Use a map to identify characteristics of ancient civilizations that have shaped the world today, such as Greece and Rome.
SS.6.G.1.Su.q:	Use a map to recognize a characteristic of ancient civilizations that have shaped the world today, such as Greece and Rome.
SS.6.G.1.Pa.q:	Use an outline map to recognize a country or civilization.

**SS.6.G.2.1:**

Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.

**Related Access Points**

Name	Description
SS.6.G.2.In.a:	Identify how major physical characteristics, natural resources, climate, and location influenced where people settled in different ancient regions of the world.
SS.6.G.2.Su.a:	Recognize major physical characteristics, natural resources, climate, or location of ancient civilizations of the world.
SS.6.G.2.Pa.a:	Recognize a way the environment affects people.

**SS.6.G.2.2:**

Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.

**Remarks/Examples:**

Examples are city-states, provinces, kingdoms, empires.

**Related Access Points**

Name	Description
SS.6.G.2.In.b:	Differentiate continents, regions, countries, and cities in order to recognize different ways civilizations defined their territory, such as city-states, provinces, kingdoms, and empires.
SS.6.G.2.Su.b:	Recognize different ways civilizations defined their territory, such as city-states, provinces, kingdoms, and empires.
SS.6.G.2.Pa.b:	Recognize a way the environment affects people.

**SS.6.G.2.3:**

Analyze the relationship of physical geography to the development of ancient river valley civilizations.

**Remarks/Examples:**

Examples are Tigris and Euphrates [Mesopotamia], Nile [Egypt], Indus and Ganges [Ancient India], and Huang He [Ancient China].

**Related Access Points**

Name	Description
SS.6.G.2.In.c:	Identify effects of living near rivers, such as the Tigris and Euphrates (Mesopotamia) or Nile River Valley.
SS.6.G.2.Su.c:	Recognize effects of living near the water, such as the Nile River Valley.
SS.6.G.2.Pa.c:	Recognize a way living near water affects people.

**SS.6.G.2.4:**

Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.

**Remarks/Examples:**

Examples are Egypt, Rome, Greece, China, Kush.

**Related Access Points**

Name	Description
SS.6.G.2.In.d:	Recognize ways the geographical location of ancient civilizations, such as Egypt, Rome, Greece, or China, contributed to the culture and politics.
SS.6.G.2.Su.d:	Recognize a way the geographical location of ancient civilizations, such as Egypt, Rome, Greece, or China, contributed to the culture and politics.
SS.6.G.2.Pa.d:	Recognize a way the geographical location of a country or civilization affects people.

**SS.6.G.2.5:**

Interpret how geographic boundaries invite or limit interaction with other regions and cultures.

**Remarks/Examples:**

Examples are China limits and Greece invites.

**Related Access Points**

Name	Description
SS.6.G.2.In.e:	Identify how selected geographic boundaries invite or limit interaction with other regions and cultures, such as China limits and Greece invites.
SS.6.G.2.Su.e:	Recognize how selected geographic boundaries invite or limit interaction with other regions and cultures, such as China limits and Greece invites.
SS.6.G.2.Pa.e:	Recognize a way a geographic boundary affects people.

Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.

**SS.6.G.2.6:****Remarks/Examples:**

Examples are Phoenicia on Greece and Greece on Rome.

**Related Access Points**

Name	Description
<a href="#">SS.6.G.2.In.f:</a>	Recognize examples of cultural diffusion in ancient cultures, such as Romans adopting the Greek gods and goddesses and using Greek building techniques.
<a href="#">SS.6.G.2.Su.f:</a>	Recognize an example of cultural diffusion in ancient cultures, such as Romans adopting the Greek gods and goddesses or using Greek building techniques.
<a href="#">SS.6.G.2.Pa.f:</a>	Recognize that people share culture.

**SS.6.G.2.7:**

Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.

**Related Access Points**

Name	Description
<a href="#">SS.6.G.2.In.g:</a>	Identify relative population density on a map.
<a href="#">SS.6.G.2.Su.g:</a>	Recognize relative population density on a map.
<a href="#">SS.6.G.2.Pa.g:</a>	Recognize a city on a map.

Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.

**SS.6.G.3.1:****Remarks/Examples:**

Examples are terracing, seasonal crop rotations, resource development.

**Related Access Points**

Name	Description
<a href="#">SS.6.G.3.In.a:</a>	Identify physical characteristics of the environment that affected the development of agriculture in the ancient world, such as terracing and seasonal crop rotations.
<a href="#">SS.6.G.3.Su.a:</a>	Recognize a physical characteristic of the environment that affected agriculture in the ancient world, such as terracing and seasonal crop rotations.
<a href="#">SS.6.G.3.Pa.a:</a>	Recognize a characteristic of the environment necessary for agriculture.

Analyze the impact of human populations on the ancient world's ecosystems.

**SS.6.G.3.2:****Remarks/Examples:**

Examples are desertification, deforestation, abuse of resources, erosion.

**Related Access Points**

Name	Description
<a href="#">SS.6.G.3.In.b:</a>	Identify an impact of human populations on the ancient world's ecosystems, such as deforestation, abuse of resources, or erosion.
<a href="#">SS.6.G.3.Su.b:</a>	Recognize an impact of human populations on the ancient world's ecosystems, such as deforestation, abuse of resources, or erosion.
<a href="#">SS.6.G.3.Pa.b:</a>	Recognize that humans affect the environment.

**SS.6.G.4.1:**

Explain how family and ethnic relationships influenced ancient cultures.

**Related Access Points**

Name	Description
<a href="#">SS.6.G.4.In.a:</a>	Recognize ways family or ethnic relationships influenced ancient cultures.
<a href="#">SS.6.G.4.Su.a:</a>	Recognize characteristics of families in an ancient culture.
<a href="#">SS.6.G.4.Pa.a:</a>	Recognize a characteristic of families.

Use maps to trace significant migrations, and analyze their results.

**SS.6.G.4.2:****Remarks/Examples:**

Examples are prehistoric Asians to the Americas, Aryans in Asia, Germanic tribes throughout Europe.

**Related Access Points**

Name	Description
<a href="#">SS.6.G.4.In.b:</a>	Use a map to identify a migration route of humans, such as prehistoric Asians to the Americas.
<a href="#">SS.6.G.4.Su.b:</a>	Use a map to recognize human migration, such as prehistoric Asians to the Americas.
<a href="#">SS.6.G.4.Pa.b:</a>	Recognize a result of migration.

**SS.6.G.4.3:**

Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.

**Related Access Points**

Name	Description
<a href="#">SS.6.G.4.In.c:</a>	Identify a site in Africa or Asia where evidence of early human societies has been found.
<a href="#">SS.6.G.4.Su.c:</a>	Recognize an archeological site in Africa where evidence of early human societies has been found.
<a href="#">SS.6.G.4.Pa.c:</a>	Recognize a result of migration.

Map and analyze the impact of the spread of various belief systems in the ancient world.

[SS.6.G.4.4:](#)

**Remarks/Examples:**

Examples are Buddhism, Christianity, Judaism.

**Related Access Points**

Name	Description
<a href="#">SS.6.G.4.In.d:</a>	Use a map to identify countries or regions where various belief systems, such as Buddhism, Christianity, and Judaism, spread in the ancient world.
<a href="#">SS.6.G.4.Su.d:</a>	Use a map to recognize a country or region where a belief system, such as Buddhism, Christianity, or Judaism, spread in the ancient world.
<a href="#">SS.6.G.4.Pa.d:</a>	Recognize that people have different religions (belief systems).

[SS.6.G.5.1:](#) Identify the methods used to compensate for the scarcity of resources in the ancient world.

**Remarks/Examples:**

Examples are water in the Middle East, fertile soil, fuel.

**Related Access Points**

Name	Description
<a href="#">SS.6.G.5.In.a:</a>	Recognize ways used to compensate for the scarcity of resources, such as water, fertile soil, and fuel, in the ancient world.
<a href="#">SS.6.G.5.Su.a:</a>	Recognize a way used to compensate for the scarcity of resources, such as water, fertile soil, or fuel, in the ancient world.
<a href="#">SS.6.G.5.Pa.a:</a>	Recognize a way people compensate for the scarcity of resources.

[SS.6.G.5.2:](#) Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.

**Related Access Points**

Name	Description
<a href="#">SS.6.G.5.In.b:</a>	Use geographic terms and tools to identify why ancient civilizations developed transportation networks of highways and waterways.
<a href="#">SS.6.G.5.Su.b:</a>	Use geographic tools to identify a transportation network developed in an ancient civilization.
<a href="#">SS.6.G.5.Pa.b:</a>	Recognize a way people overcome barriers, such as developing transportation networks.

[SS.6.G.5.3:](#) Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.

**Remarks/Examples:**

Examples are flooding of the Nile, drought in Africa, volcanoes in the Mediterranean region, famine in Asia.

**Related Access Points**

Name	Description
<a href="#">SS.6.G.5.In.c:</a>	Use geographic terms and tools to identify effects of natural disasters or drought in ancient civilizations, such as flooding of the Nile, drought in Africa, volcanoes in the Mediterranean region, and famine in Asia.
<a href="#">SS.6.G.5.Su.c:</a>	Use geographic tools to locate areas where drought, famine, or natural disasters impacted ancient civilizations.
<a href="#">SS.6.G.5.Pa.c:</a>	Recognize an effect of a natural disaster.

[SS.6.G.6.1:](#) Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.

**Related Access Points**

Name	Description
<a href="#">SS.6.G.6.In.a:</a>	Identify ways geographers organize information, such as by spatial terms, places and regions, human systems, and the environment.
<a href="#">SS.6.G.6.Su.a:</a>	Recognize a way that geographers organize information, such as by places and regions or the environment.
<a href="#">SS.6.G.6.Pa.a:</a>	Recognize types of geographic information, such as places or spatial terms.

[SS.6.G.6.2:](#) Compare maps of the world in ancient times with current political maps.

**Related Access Points**

Name	Description
<a href="#">SS.6.G.6.In.b:</a>	Identify differences in ancient and current maps of the world.
<a href="#">SS.6.G.6.Su.b:</a>	Recognize differences in ancient and current maps of the world.
<a href="#">SS.6.G.6.Pa.b:</a>	Recognize differences between maps.

[SS.6.W.1.1:](#) Use timelines to identify chronological order of historical events.

**Related Access Points**

Name	Description
<a href="#">SS.6.W.1.In.a:</a>	Use a simple timeline to identify the sequence of historical events.
<a href="#">SS.6.W.1.Su.a:</a>	Use a simple pictorial timeline to identify the sequence of historical events.
<a href="#">SS.6.W.1.Pa.a:</a>	Use a simple pictorial timeline to identify an event.

[SS.6.W.1.2:](#) Identify terms (decade, century, epoch, era, millennium, BC/BCE, AD/CE) and designations of time periods.

### Related Access Points

Name	Description
<a href="#">SS.6.W.1.In.b:</a>	Identify terms for time periods, such as decade and century.
<a href="#">SS.6.W.1.Su.b:</a>	Recognize terms for time periods, such as a decade.
<a href="#">SS.6.W.1.Pa.b:</a>	Recognize terms that relate to time, such as today and tomorrow.

Interpret primary and secondary sources.

[SS.6.W.1.3:](#)

#### Remarks/Examples:

Examples are artifacts, images, auditory sources, written sources.

### Related Access Points

Name	Description
<a href="#">SS.6.W.1.In.c:</a>	Describe information found in a primary and secondary source, such as artifacts, images, photos, sounds, and written documents.
<a href="#">SS.6.W.1.Su.c:</a>	Identify basic information found in a primary and secondary source, such as artifacts, images, photos, sounds, and written documents.
<a href="#">SS.6.W.1.Pa.c:</a>	Recognize information from a source, such as artifacts, images, photos, sounds, or written documents.

Describe the methods of historical inquiry and how history relates to the other social sciences.

[SS.6.W.1.4:](#)

#### Remarks/Examples:

Examples are archaeology, geography, political science, economics.

### Related Access Points

Name	Description
<a href="#">SS.6.W.1.In.d:</a>	Identify basic methods of historical inquiry and how history relates to geography, economics, and civics.
<a href="#">SS.6.W.1.Su.d:</a>	Recognize a method of historical inquiry and how history relates to geography, economics, and civics.
<a href="#">SS.6.W.1.Pa.d:</a>	Recognize information from a source, such as artifacts, images, photos, sounds, or written documents.

[SS.6.W.1.5:](#)

Describe the roles of historians and recognize varying historical interpretations (historiography).

### Related Access Points

Name	Description
<a href="#">SS.6.W.1.In.e:</a>	Identify the role of historians and recognize that interpretations of historians may differ.
<a href="#">SS.6.W.1.Su.e:</a>	Recognize the role of historians.
<a href="#">SS.6.W.1.Pa.e:</a>	Recognize information from a source, such as artifacts, images, photos, sounds, or written documents.

[SS.6.W.1.6:](#)

Describe how history transmits culture and heritage and provides models of human character.

### Related Access Points

Name	Description
<a href="#">SS.6.W.1.In.f:</a>	Identify how history transmits culture and models of human character.
<a href="#">SS.6.W.1.Su.f:</a>	Recognize how history transmits culture.
<a href="#">SS.6.W.1.Pa.f:</a>	Recognize a characteristic of culture.

[SS.6.W.2.1:](#)

Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities.

### Related Access Points

Name	Description
<a href="#">SS.6.W.2.In.a:</a>	Identify differences in the lifestyles of hunter-gatherers and settlers of early agricultural communities.
<a href="#">SS.6.W.2.Su.a:</a>	Recognize differences in food and shelter (lifestyles) used by hunter/gatherers and settlers in early agricultural communities.
<a href="#">SS.6.W.2.Pa.a:</a>	Recognize that people need food and shelter.

[SS.6.W.2.2:](#)

Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization.

### Related Access Points

Name	Description
<a href="#">SS.6.W.2.In.b:</a>	Identify ways that agriculture and metallurgy changed life in early civilizations, such as through the use of tools and cultivation of crops.
<a href="#">SS.6.W.2.Su.b:</a>	Recognize a way that agriculture and metallurgy changed life in early civilizations, such as through the use of tools or cultivation of crops.
<a href="#">SS.6.W.2.Pa.b:</a>	Recognize that tools make it easier to do work.

Identify the characteristics of civilization.

[SS.6.W.2.3:](#)

#### Remarks/Examples:

Examples are urbanization, specialized labor, advanced technology, government and religious institutions, social classes.

### Related Access Points

Name	Description
<a href="#">SS.6.W.2.In.c:</a>	Recognize common characteristics of civilizations, such as cities, technology, government, and religion.

<a href="#">SS.6.W.2.Su.c:</a>	Recognize a characteristic of civilizations, such as cities, technology, government, or religion.
<a href="#">SS.6.W.2.Pa.c:</a>	Recognize a characteristic of civilization, such as a city.

Compare the economic, political, social, and religious institutions of ancient river civilizations.

**Remarks/Examples:**

Examples are Nile, Tigris-Euphrates, Indus, Huang He.

**Related Access Points**

Name	Description
<a href="#">SS.6.W.2.In.d:</a>	Recognize ways of life in selected ancient river civilizations, such as Nile, Tigris-Euphrates, Indus, or Huang He.
<a href="#">SS.6.W.2.Su.d:</a>	Recognize a characteristic of life in selected ancient river civilizations, such as Nile, Tigris-Euphrates, Indus, or Huang He.
<a href="#">SS.6.W.2.Pa.d:</a>	Recognize a characteristic of civilization, such as a city.

Summarize important achievements of Egyptian civilization.

**Remarks/Examples:**

Examples are agriculture, calendar, pyramids, art and architecture, hieroglyphic writing and record-keeping, literature such as The Book of the Dead, mummification.

**Related Access Points**

Name	Description
<a href="#">SS.6.W.2.In.e:</a>	Identify achievements from ancient Egyptian civilization, such as a calendar, pyramids, art and architecture, and mummification.
<a href="#">SS.6.W.2.Su.e:</a>	Recognize achievements from ancient Egyptian civilization, such as a calendar, pyramids, and art and architecture.
<a href="#">SS.6.W.2.Pa.e:</a>	Recognize an achievement of civilization, such as art, architecture, writing, or technology.

Determine the contributions of key figures from ancient Egypt.

**Remarks/Examples:**

Examples are Narmer, Imhotep, Hatshepsut, Ramses the Great, Akhenaten, Tutankhamun.

**Related Access Points**

Name	Description
<a href="#">SS.6.W.2.In.f:</a>	Recognize the contributions of selected key figures from ancient Egypt, such as Ramses and Tutankhamun.
<a href="#">SS.6.W.2.Su.f:</a>	Recognize a contribution of a key figure from ancient Egypt, such as Ramses or Tutankhamun.
<a href="#">SS.6.W.2.Pa.f:</a>	Recognize that civilizations had different leaders.

Summarize the important achievements of Mesopotamian civilization.

**Remarks/Examples:**

Examples are cuneiform writing, epic literature such as Gilgamesh, art and architecture, technology such as the wheel, sail, and plow.

**Related Access Points**

Name	Description
<a href="#">SS.6.W.2.In.g:</a>	Identify achievements of Mesopotamian civilization, such as writing, art and architecture, and technology—wheel, sail, and plow.
<a href="#">SS.6.W.2.Su.g:</a>	Recognize an achievement of Mesopotamian civilization, such as writing, art and architecture, or technology—wheel, sail, and plow.
<a href="#">SS.6.W.2.Pa.g:</a>	Recognize an achievement of civilization, such as art, architecture, writing, or technology.

Determine the impact of key figures from ancient Mesopotamian civilizations.

**Remarks/Examples:**

Examples are Abraham, Hammurabi, Nebuchadnezzar, Cyrus, Zoroaster.

**Related Access Points**

Name	Description
<a href="#">SS.6.W.2.In.h:</a>	Recognize the impact of selected key figures, such as Hammurabi, Nebuchadnezzar, and Cyrus, from ancient Mesopotamian civilizations.
<a href="#">SS.6.W.2.Su.h:</a>	Recognize the impact of a key figure, such as Hammurabi, Nebuchadnezzar, or Cyrus, from ancient Mesopotamian civilizations.
<a href="#">SS.6.W.2.Pa.h:</a>	Recognize that civilizations had different leaders.

Identify key figures and basic beliefs of the Israelites and determine how these beliefs compared with those of others in the geographic area.

**Remarks/Examples:**

Examples are Abraham, Moses, monotheism, law, emphasis on individual worth and responsibility.

**Related Access Points**

Name	Description
<a href="#">SS.6.W.2.In.i:</a>	Recognize key figures and a basic belief of the ancient Israelites, such as Abraham and Moses, and belief in monotheism and emphasis on individual worth and responsibility.
<a href="#">SS.6.W.2.Su.i:</a>	Recognize a basic belief of the ancient Israelites, such as monotheism, or emphasis on individual worth and responsibility.
<a href="#">SS.6.W.2.Pa.i:</a>	Recognize that civilizations had different leaders.

Compare the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations.

[SS.6.W.2.10:](#)

**Remarks/Examples:**

Examples are Olmec, Zapotec, Chavin.

**Related Access Points**

Name	Description
<a href="#">SS.6.W.2.In.j:</a>	Recognize similarities of the early river civilizations and the advanced civilizations in Meso and South America, such as the use of law, technology, and religion.
<a href="#">SS.6.W.2.Su.j:</a>	Recognize a common characteristic of the early river civilizations and the advanced civilizations in Meso and South America, such as the use of law, technology, or religion.
<a href="#">SS.6.W.2.Pa.j:</a>	Recognize a characteristic of civilization, such as the use of technology.

[SS.6.W.3.1:](#)

Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).

**Related Access Points**

Name	Description
<a href="#">SS.6.W.3.In.a:</a>	Recognize cultural impacts of ancient Phoenicians on the Mediterranean world, such as exploration, commerce, and written communication.
<a href="#">SS.6.W.3.Su.a:</a>	Recognize a cultural impact of ancient Phoenicians on the Mediterranean world, such as exploration, commerce, or written communication.
<a href="#">SS.6.W.3.Pa.a:</a>	Recognize the impact of written communication.

[SS.6.W.3.2:](#)

Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.

**Related Access Points**

Name	Description
<a href="#">SS.6.W.3.In.b:</a>	Identify foundations of a democratic government developed in ancient Greece, such as civic participation and voting, legislative bodies, and rule of law.
<a href="#">SS.6.W.3.Su.b:</a>	Recognize a foundation of a democratic government developed in ancient Greece, such as civic participation and voting.
<a href="#">SS.6.W.3.Pa.b:</a>	Recognize that citizens can vote for leaders.

[SS.6.W.3.3:](#)

Compare life in Athens and Sparta (government and the status of citizens, women and children, foreigners, helots).

**Related Access Points**

Name	Description
<a href="#">SS.6.W.3.In.c:</a>	Recognize differences in characteristics of life in Athens and Sparta, such as the status of citizens, women, children, foreigners, or serfs (helots).
<a href="#">SS.6.W.3.Su.c:</a>	Recognize a difference in characteristics of life in Athens and Sparta, such as the role of citizens, women, or children.
<a href="#">SS.6.W.3.Pa.c:</a>	Recognize that people have different roles, such as citizens or soldiers.

[SS.6.W.3.4:](#)

Explain the causes and effects of the Persian and Peloponnesian Wars.

**Related Access Points**

Name	Description
<a href="#">SS.6.W.3.In.d:</a>	Recognize a cause and effect of the Persian War, such as Persia's desire to control Greece and the cooperation between Greek city-states to defend their homeland and maintain their independence.
<a href="#">SS.6.W.3.Su.d:</a>	Recognize that wars were fought to control Greece.
<a href="#">SS.6.W.3.Pa.d:</a>	Recognize that wars are fought for control.

Summarize the important achievements and contributions of ancient Greek civilization.

[SS.6.W.3.5:](#)

**Remarks/Examples:**

Examples are art and architecture, athletic competitions, the birth of democracy and civic responsibility, drama, history, literature, mathematics, medicine, philosophy, science, warfare.

**Related Access Points**

Name	Description
<a href="#">SS.6.W.3.In.e:</a>	Recognize important achievements and contributions of ancient Greek civilization, such as art and architecture, athletic competitions, civic responsibility, and science.
<a href="#">SS.6.W.3.Su.e:</a>	Recognize an important achievement and contribution of ancient Greek civilization, such as art and architecture, athletic competitions, civic responsibility, or science.
<a href="#">SS.6.W.3.Pa.e:</a>	Recognize an achievement or contribution from ancient civilization.

Determine the impact of key figures from ancient Greece.

[SS.6.W.3.6:](#)

**Remarks/Examples:**

Examples are Aristophanes, Aristotle, Hippocrates, Herodotus, Homer, Pericles, Plato, Pythagoras, Socrates, Solon, Sophocles, Thales, Themistocles, Thucydides.

**Related Access Points**

Name	Description
<a href="#">SS.6.W.3.In.f:</a>	Identify the impact of a key figure from ancient Greece, such as Aristotle, Hippocrates, Homer, Plato, or Socrates.
<a href="#">SS.6.W.3.Su.f:</a>	Recognize a key figure from ancient Greece, such as Aristotle, Hippocrates, Homer, Plato, or Socrates.
<a href="#">SS.6.W.3.Pa.f:</a>	Recognize the importance of writers, leaders, scientists, soldiers, or teachers.

Summarize the key achievements, contributions, and figures associated with The Hellenistic Period.

#### [SS.6.W.3.7:](#)

##### Remarks/Examples:

Examples are Alexander the Great, Library of Alexandria, Archimedes, Euclid, Plutarch, The Septuagint, Stoicism, Ptolemy I.

##### Related Access Points

Name	Description
<a href="#">SS.6.W.3.In.g:</a>	Recognize key contributions and figures associated with the Hellenistic Period, such as Stoicism, Alexander the Great, and Archimedes.
<a href="#">SS.6.W.3.Su.g:</a>	Recognize a key contribution or figure associated with the Hellenistic Period, such as Stoicism, Alexander the Great, or Archimedes.
<a href="#">SS.6.W.3.Pa.g:</a>	Recognize an achievement or contribution from ancient civilization.

Determine the impact of significant figures associated with ancient Rome.

#### [SS.6.W.3.8:](#)

##### Remarks/Examples:

Examples are Augustus, Cicero, Cincinnatus, Cleopatra, Constantine the Great, Diocletian, Tiberius and Gaius Gracchus, Hadrian, Hannibal, Horace, Julius Caesar, Ovid, Romulus and Remus, Marcus Aurelius, Scipio Africanus, Virgil, Theodosius, Attila the Hun.

##### Related Access Points

Name	Description
<a href="#">SS.6.W.3.In.h:</a>	Identify the impact of a significant figure associated with ancient Rome, such as Julius Caesar, Augustus, or Constantine the Great.
<a href="#">SS.6.W.3.Su.h:</a>	Recognize a significant figure associated with ancient Rome, such as Julius Caesar, Augustus, or Constantine the Great.
<a href="#">SS.6.W.3.Pa.h:</a>	Recognize the importance of writers, leaders, scientists, soldiers, or teachers.

#### [SS.6.W.3.9:](#)

Explain the impact of the Punic Wars on the development of the Roman Empire.

##### Related Access Points

Name	Description
<a href="#">SS.6.W.3.In.i:</a>	Identify that Rome became an important power because it won the Punic Wars.
<a href="#">SS.6.W.3.Su.i:</a>	Recognize that Rome became an important power because it won a war.
<a href="#">SS.6.W.3.Pa.i:</a>	Recognize that wars are fought for control.

#### [SS.6.W.3.10:](#)

Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).

##### Related Access Points

Name	Description
<a href="#">SS.6.W.3.Su.j:</a>	Recognize a characteristic of the government of the Roman Republic that contributed to democratic principles, such as representative government or civic duty.

#### [SS.6.W.3.11:](#)

Explain the transition from Roman Republic to empire and Imperial Rome, and compare Roman life and culture under each one.

##### Related Access Points

Name	Description
<a href="#">SS.6.W.3.In.k:</a>	Identify changes in characteristics of life and culture in the Roman Republic when it became Imperial Rome, such as the citizens lost their voice and role in government and were led by a dictator.
<a href="#">SS.6.W.3.Su.k:</a>	Recognize characteristics of ancient Roman life and culture.
<a href="#">SS.6.W.3.Pa.k:</a>	Recognize a characteristic of culture.

#### [SS.6.W.3.12:](#)

Explain the causes for the growth and longevity of the Roman Empire.

##### Remarks/Examples:

Examples are centralized and efficient government, religious toleration, expansion of citizenship, the legion, the extension of road networks.

##### Related Access Points

Name	Description
<a href="#">SS.6.W.3.In.l:</a>	Identify a cause for growth and longevity of the Roman Empire, such as centralized and efficient government, expansion of citizenship, and extension of road networks.
<a href="#">SS.6.W.3.Su.l:</a>	Recognize a cause for longevity of the Roman Empire, such as centralized and efficient government, expansion of citizenship, or extension of road networks.
<a href="#">SS.6.W.3.Pa.l:</a>	Recognize an achievement or contribution from ancient civilization.

#### [SS.6.W.3.13:](#)

Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire.

##### Remarks/Examples:

Examples are Christian monotheism, Jesus as the son of God, Peter, Paul.

##### Related Access Points

Name	Description
<a href="#">SS.6.W.3.In.m:</a>	Identify key figures and basic beliefs of early Christianity, such as Jesus and one god.
<a href="#">SS.6.W.3.Su.m:</a>	Recognize that the religion known as Christianity began a long time ago.
<a href="#">SS.6.W.3.Pa.m:</a>	Recognize a characteristic of religion.

Describe the key achievements and contributions of Roman civilization.

#### [SS.6.W.3.14:](#)

##### Remarks/Examples:

Examples are art and architecture, engineering, law, literature, technology.

#### Related Access Points

Name	Description
<a href="#">SS.6.W.3.In.n:</a>	Identify achievements and contributions of Roman civilization, such as art and architecture, law, literature, and technology.
<a href="#">SS.6.W.3.Su.n:</a>	Recognize achievements and contributions of Roman civilization, such as art and architecture, agriculture, technology, or government.
<a href="#">SS.6.W.3.Pa.n:</a>	Recognize an achievement or contribution from ancient civilization.

Explain the reasons for the gradual decline of the Western Roman Empire after the Pax Romana.

#### [SS.6.W.3.15:](#)

##### Remarks/Examples:

Examples are internal power struggles, constant Germanic pressure on the frontiers, economic policies, over dependence on slavery and mercenary soldiers.

#### Related Access Points

Name	Description
<a href="#">SS.6.W.3.In.o:</a>	Recognize reasons for the gradual decline of the Western Roman Empire, such as internal power struggles, pressures from outside groups, and overdependence on slavery.
<a href="#">SS.6.W.3.Su.o:</a>	Recognize a reason for the gradual decline of the Western Roman Empire, such as pressures from outside groups or overdependence on slavery.
<a href="#">SS.6.W.3.Pa.o:</a>	Recognize a characteristic of a power struggle.

#### [SS.6.W.3.16:](#)

Compare life in the Roman Republic for patricians, plebeians, women, children, and slaves.

#### Related Access Points

Name	Description
<a href="#">SS.6.W.3.In.p:</a>	Identify selected characteristics of life in the Roman Republic, such as the role of patricians, plebeians, women, children, and slaves.
<a href="#">SS.6.W.3.Su.p:</a>	Recognize selected characteristics of life in the Roman Republic, such as the role of women, children, and slaves.
<a href="#">SS.6.W.3.Pa.p:</a>	Recognize that people have different roles, such as citizens or soldiers.

Explain the spread and influence of the Latin language on Western Civilization.

#### [SS.6.W.3.17:](#)

##### Remarks/Examples:

Examples are education, law, medicine, religion, science.

#### Related Access Points

Name	Description
<a href="#">SS.6.W.3.In.q:</a>	Identify an influence of the Latin language on Western Civilization, such as education, law, medicine, religion, or science.
<a href="#">SS.6.W.3.Su.q:</a>	Recognize an influence of different languages on civilization, such as in education or science.
<a href="#">SS.6.W.3.Pa.q:</a>	Recognize the importance of language.

#### [SS.6.W.3.18:](#)

Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.

#### Related Access Points

Name	Description
<a href="#">SS.6.W.3.In.r:</a>	Recognize factors in the rise and fall of the ancient east African kingdoms, such as being an important center of art, learning, and trade; use of iron metallurgy; and power struggles.
<a href="#">SS.6.W.3.Su.r:</a>	Recognize a factor in the rise of the ancient east African kingdoms, such as being an important center of art, learning, and trade, or use of iron metallurgy.
<a href="#">SS.6.W.3.Pa.r:</a>	Recognize an achievement or contribution from ancient civilization.

#### [SS.6.W.4.1:](#)

Discuss the significance of Aryan and other tribal migrations on Indian civilization.

#### Related Access Points

Name	Description
<a href="#">SS.6.W.4.In.a:</a>	Recognize the significance of Aryan and other tribal migrations on Indian civilization, such as the spread of Hinduism.
<a href="#">SS.6.W.4.Su.a:</a>	Recognize that a group of people migrated to India and brought a new religion, Hinduism.
<a href="#">SS.6.W.4.Pa.a:</a>	Recognize an impact of migration.

Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India.

#### [SS.6.W.4.2:](#)

##### Remarks/Examples:

Examples are Brahman, reincarnation, dharma, karma, ahimsa, moksha.

### Related Access Points

Name	Description
<a href="#">SS.6.W.4.In.b:</a>	Identify a major belief and practice associated with Hinduism, such as good deeds/bad deeds, duty, nonviolence, and the caste system.
<a href="#">SS.6.W.4.Su.b:</a>	Recognize a major belief or practice of Hinduism, such as good deeds/bad deeds, duty, nonviolence, or the caste system.
<a href="#">SS.6.W.4.Pa.b:</a>	Recognize that people have different beliefs (religions).

[SS.6.W.4.3:](#)

Recognize the political and cultural achievements of the Mauryan and Gupta empires.

### Related Access Points

Name	Description
<a href="#">SS.6.W.4.In.c:</a>	Recognize achievements of the Mauryan and Gupta empires, such as the spread of Buddhism, science, mathematics, and astronomy.
<a href="#">SS.6.W.4.Su.c:</a>	Recognize an achievement of the Mauryan and Gupta empires, such as the spread of Buddhism, science, mathematics, or astronomy.
<a href="#">SS.6.W.4.Pa.c:</a>	Recognize an achievement or contribution of Asian civilizations.

[SS.6.W.4.4:](#)

Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia.

#### Remarks/Examples:

Examples are The Four Noble Truths, Three Qualities, Eightfold Path.

### Related Access Points

Name	Description
<a href="#">SS.6.W.4.In.d:</a>	Identify a teaching of Buddha, such as compassion, selflessness, or enlightenment.
<a href="#">SS.6.W.4.Su.d:</a>	Recognize a teaching of Buddha, such as compassion, selflessness, or enlightenment.
<a href="#">SS.6.W.4.Pa.d:</a>	Recognize that people have different beliefs (religions).

[SS.6.W.4.5:](#)

Summarize the important achievements and contributions of ancient Indian civilization.

#### Remarks/Examples:

Examples are Sanskrit, Bhagavad Gita, medicine, metallurgy, and mathematics including Hindu-Arabic numerals and the concept of zero.

### Related Access Points

Name	Description
<a href="#">SS.6.W.4.In.e:</a>	Identify an important contribution of ancient Indian civilization, such as Sanskrit, medicine, or mathematics including Hindu-Arabic numerals and the concept of zero.
<a href="#">SS.6.W.4.Su.e:</a>	Recognize an important contribution of ancient Indian civilization, such as Sanskrit, medicine, or mathematics including Hindu-Arabic numerals and the concept of zero.
<a href="#">SS.6.W.4.Pa.e:</a>	Recognize an achievement or contribution of Asian civilizations.

[SS.6.W.4.6:](#)

Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.

### Related Access Points

Name	Description
<a href="#">SS.6.W.4.In.f:</a>	Identify that some Chinese dynasties believed their power came from the Mandate of Heaven.
<a href="#">SS.6.W.4.Su.f:</a>	Recognize that some Chinese dynasties believed their power came from the Mandate of Heaven.
<a href="#">SS.6.W.4.Pa.f:</a>	Recognize that the leadership of government changes.

[SS.6.W.4.7:](#)

Explain the basic teachings of Laozi, Confucius, and Han Fei Zi.

#### Remarks/Examples:

Examples are filial piety, the role of kinship in maintaining order, hierarchy in Chinese society.

### Related Access Points

Name	Description
<a href="#">SS.6.W.4.In.g:</a>	Identify basic teachings of Confucius, such as love and respect for one's family (filial piety) and the role of kinship in maintaining order.
<a href="#">SS.6.W.4.Su.g:</a>	Recognize a basic teaching of Confucius, such as love and respect for one's family (filial piety).
<a href="#">SS.6.W.4.Pa.g:</a>	Recognize an achievement or contribution of Asian civilizations.

[SS.6.W.4.8:](#)

Describe the contributions of classical and post classical China.

#### Remarks/Examples:

Examples are Great Wall, Silk Road, bronze casting, silk-making, movable type, gunpowder, paper-making, magnetic compass, horse collar, stirrup, civil service system, The Analects.

### Related Access Points

Name	Description
<a href="#">SS.6.W.4.In.h:</a>	Identify contributions of classical and post classical China, such as the Great Wall, the Silk Road, paper-making, gunpowder, and compass.
<a href="#">SS.6.W.4.Su.h:</a>	Recognize a contribution of classical and post classical China, such as the Great Wall, the Silk Road, paper-making, gunpowder, or compass.
<a href="#">SS.6.W.4.Pa.h:</a>	Recognize an achievement or contribution of Asian civilizations.

Identify key figures from classical and post classical China.

SS.6.W.4.9:

**Remarks/Examples:**

Examples are Shi Huangdi, Wu-ti, Empress Wu, Chengho.

**Related Access Points**

Name	Description
<a href="#">SS.6.W.4.In.i:</a>	Recognize a key figure from classical China, such as Shi Huangdi, the first emperor who built the Great Wall.
<a href="#">SS.6.W.4.Su.i:</a>	Recognize that the first emperor in China built the Great Wall.
<a href="#">SS.6.W.4.Pa.i:</a>	Recognize that Asian civilizations have leaders.

SS.6.W.4.10:

Explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin.

**Related Access Points**

Name	Description
<a href="#">SS.6.W.4.In.j:</a>	Recognize the significance of the silk roads and maritime routes for trade in Asia, East Africa, and the Mediterranean Basin.
<a href="#">SS.6.W.4.Su.j:</a>	Recognize that people traveled on land and water to trade goods and ideas in Asia, East Africa, and the Mediterranean Basin.
<a href="#">SS.6.W.4.Pa.j:</a>	Recognize that people exchange goods.

SS.6.W.4.11:

Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Ghengis and Kublai Khan.

**Related Access Points**

Name	Description
<a href="#">SS.6.W.4.In.k:</a>	Recognize the cause of the Mongol empire expansion and its effects on the peoples of Asia and Europe, such as conquering and using fear to control the people, and providing protected trade and travel networks.
<a href="#">SS.6.W.4.Su.k:</a>	Recognize that the Mongols used fighting and fear to control other countries.
<a href="#">SS.6.W.4.Pa.k:</a>	Recognize that people fight to gain control of a country.

SS.6.W.4.12:

Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.

**Related Access Points**

Name	Description
<a href="#">SS.6.W.4.In.l:</a>	Recognize a cause of Chinese isolation and decision to limit trade during the 1400s, such as geographic isolation and the Great Wall and the Chinese belief that their country was the center of the universe.
<a href="#">SS.6.W.4.Su.l:</a>	Recognize that the Chinese had limited contact with other civilizations during the 1400s because of their location and the Great Wall.
<a href="#">SS.6.W.4.Pa.l:</a>	Recognize a characteristic of isolation.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**Related Access Points**

Name	Description
<a href="#">LAFS.6.SL.1.AP.1a:</a>	Make appropriate comments that contribute to a collaborative discussion.
<a href="#">LAFS.6.SL.1.AP.1b:</a>	Review the key ideas expressed within a collaborative discussion.

LAFS.6.SL.1.1:

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

**Related Access Points**

Name	Description
<a href="#">LAFS.6.SL.1.AP.2a:</a>	Explain information learned from various mediums.
<a href="#">LAFS.6.SL.1.AP.2b:</a>	Explain how information gained via media and formats contributes to the understanding of a topic, text or issue under study.

LAFS.6.SL.1.3:

Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

**Related Access Points**

Name	Description
<a href="#">LAFS.6.SL.1.AP.3a:</a>	Summarize the points a speaker makes.
<a href="#">LAFS.6.SL.1.AP.3b:</a>	Summarize the points an author makes.
<a href="#">LAFS.6.SL.1.AP.3c:</a>	Distinguish claims or arguments that are supported by evidence from those that are not.
<a href="#">LAFS.6.SL.1.AP.3d:</a>	Distinguish claims presented orally or in writing that are supported by reasons and claims that are not.

**LAFS.6.SL.2.4:** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

#### Related Access Points

Name	Description
<b>LAFS.6.SL.2.AP.4a:</b>	Report on a topic, story or claim with a logical sequence of ideas, appropriate facts and relevant, descriptive details

**LAFS.68.RH.1.1:** Cite specific textual evidence to support analysis of primary and secondary sources.

**LAFS.68.RH.1.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

**LAFS.68.RH.1.3:** Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

**LAFS.68.RH.2.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

**LAFS.68.RH.2.5:** Describe how a text presents information (e.g., sequentially, comparatively, causally).

**LAFS.68.RH.2.6:** Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

**LAFS.68.RH.3.7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**LAFS.68.RH.3.8:** Distinguish among fact, opinion, and reasoned judgment in a text.

**LAFS.68.RH.3.9:** Analyze the relationship between a primary and secondary source on the same topic.

Write arguments focused on discipline-specific content.

- a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

**LAFS.68.WHST.1.1:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

**LAFS.68.WHST.2.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**LAFS.68.WHST.2.5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**LAFS.68.WHST.2.6:** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

**LAFS.68.WHST.3.7:** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

**LAFS.68.WHST.3.8:** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**LAFS.68.WHST.3.9:** Draw evidence from informational texts to support analysis reflection, and research.

**LAFS.68.WHST.4.10:** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Make sense of problems and persevere in solving them.**

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

**Construct viable arguments and critique the reasoning of others.**

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Use appropriate tools strategically.**

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

**Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

[MAFS.K12.MP.5.1:](#)

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

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

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

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

Investigate school and public health policies that influence health promotion and disease prevention.

[HE.6.C.2.4:](#)

**Remarks/Examples:**

Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.

**Related Access Points**

Name	Description
<a href="#">HE.6.C.2.In.d:</a>	Recognize school and public health policies that influence health promotion and disease prevention, such as fitness reports for students, school-zone speeding laws, and school-district wellness policies.
<a href="#">HE.6.C.2.Su.d:</a>	Recognize a school or public health policy that influences health promotion and disease prevention, such as fitness reports for students, school-zone speeding laws, or school-district wellness policies.
<a href="#">HE.6.C.2.Pa.d:</a>	Recognize a school policy that influences health promotion and disease prevention, such as fitness reports of students, school-zone speeding laws, or school-district wellness policies.

**Related Certifications**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

There are more than 426 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15494>



# Access M/J Civics and Career Planning (#7821023)

{ M/J Civics & Career Planning - 2106016 }

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<b>Course Number:</b> 7821023  <b>Course Status:</b> Course Approved <b>Grade Level(s):</b> 6,7,8	<b>Course Path: Section:</b> Exceptional Student Education > <b>Grade Group:</b> Middle/Junior High > <b>Subject:</b> Academics - Subject Areas > <b>Abbreviated Title:</b> ACCESS M/J CIV & CP <b>Course Length:</b> Year (Y) <b>Course Attributes:</b> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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## VERSION DESCRIPTION

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

## GENERAL NOTES

### English Language Development ELD Standards Special Notes Section:

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

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

### Additional Instructional Resources:

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

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

## Course Standards

Name	Description								
<a href="#">SS.7.C.1.1:</a>	Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.  <b>Remarks/Examples:</b> This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages <a href="#">18-19</a> . Additional resources may be found on the <a href="#">FLDOE End-of-Course (EOC) Assessments</a> webpage and the <a href="#">FLDOE Social Studies</a> webpage.								
<b>Related Access Points</b>									
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e67e22; color: white;"> <th>Name</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td><a href="#">SS.7.C.1.In.a:</a></td><td>Recognize that ideas of separation of powers and natural rights influenced the authors of the United States Constitution.</td></tr> <tr> <td><a href="#">SS.7.C.1.Su.a:</a></td><td>Recognize the United States Constitution was based on ideas from the past.</td></tr> <tr> <td><a href="#">SS.7.C.1.Pa.a:</a></td><td>Recognize that ideas of people influence others.</td></tr> </tbody> </table>		Name	Description	<a href="#">SS.7.C.1.In.a:</a>	Recognize that ideas of separation of powers and natural rights influenced the authors of the United States Constitution.	<a href="#">SS.7.C.1.Su.a:</a>	Recognize the United States Constitution was based on ideas from the past.	<a href="#">SS.7.C.1.Pa.a:</a>	Recognize that ideas of people influence others.
Name	Description								
<a href="#">SS.7.C.1.In.a:</a>	Recognize that ideas of separation of powers and natural rights influenced the authors of the United States Constitution.								
<a href="#">SS.7.C.1.Su.a:</a>	Recognize the United States Constitution was based on ideas from the past.								
<a href="#">SS.7.C.1.Pa.a:</a>	Recognize that ideas of people influence others.								
Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.									

[SS.7.C.1.2:](#)

**Remarks/Examples:**

This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages [20-21](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

**Related Access Points**

Name	Description
<a href="#">SS.7.C.1.In.b:</a>	Recognize influences on the colonists' view of government, such as the Magna Carta, the Mayflower Compact, and Thomas Paine's "Common Sense."
<a href="#">SS.7.C.1.Su.b:</a>	Recognize an influence on the colonists' view of government, such as the Mayflower Compact.
<a href="#">SS.7.C.1.Pa.b:</a>	Recognize that ideas of people influence others.

Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.

**Remarks/Examples:**

This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages [22-23](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

**Related Access Points**

Name	Description
<a href="#">SS.7.C.1.In.c:</a>	Identify concerns of the American colonists that led to the writing of the Declaration of Independence, such as taxation and laws of England.
<a href="#">SS.7.C.1.Su.c:</a>	Recognize that American colonists were unhappy with the way England was treating them and this led to the writing of the Declaration of Independence.
<a href="#">SS.7.C.1.Pa.c:</a>	Recognize people in the American colonies were unhappy with the way England was treating them.

Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.

**Remarks/Examples:**

This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages [24-25](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

**Related Access Points**

Name	Description
<a href="#">SS.7.C.1.In.d:</a>	Identify complaints described in the Declaration of Independence, such as stationing soldiers in people's homes, taxes, and cutting off trade with other countries.
<a href="#">SS.7.C.1.Su.d:</a>	Recognize a complaint described in the Declaration of Independence, such as stationing soldiers in people's homes, taxes, or cutting off trade with other countries.
<a href="#">SS.7.C.1.Pa.d:</a>	Recognize people in the American colonies were unhappy with the way England was treating them.

Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.

**Remarks/Examples:**

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

**Related Access Points**

Name	Description
<a href="#">SS.7.C.1.In.e:</a>	Identify a weakness of the Articles of Confederation that led to the writing of the Constitution, such as no president, a weak central government, and each state had its own money system.
<a href="#">SS.7.C.1.Su.e:</a>	Recognize that the Articles of Confederation had weaknesses and the Constitution replaced it.
<a href="#">SS.7.C.1.Pa.e:</a>	Recognize that government can be changed.

Interpret the intentions of the Preamble of the Constitution.

**Remarks/Examples:**

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

**Related Access Points**

Name	Description
<a href="#">SS.7.C.1.In.f:</a>	Identify the reasons for establishing a government listed in the Preamble of the United States Constitution.
<a href="#">SS.7.C.1.Su.f:</a>	Recognize that the Preamble of the United States Constitution states the reasons the government was created.
<a href="#">SS.7.C.1.Pa.f:</a>	Recognize a reason for government.

Describe how the Constitution limits the powers of government through separation of powers and checks and balances.

[SS.7.C.1.7:](#)

**Remarks/Examples:**

This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages [28-29](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

**Related Access Points**

Name	Description
<a href="#">SS.7.C.1.In.g:</a>	Identify examples of separation of powers in the Constitution, such as the three branches of government.
<a href="#">SS.7.C.1.Su.g:</a>	Recognize the powers of the branches of government of the United States.
<a href="#">SS.7.C.1.Pa.g:</a>	Recognize that the government has different parts.

Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.

[SS.7.C.1.8:](#)

**Remarks/Examples:**

This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page [30](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

**Related Access Points**

Name	Description
<a href="#">SS.7.C.1.In.h:</a>	Identify an argument for and against the inclusion of a bill of rights in the Constitution.
<a href="#">SS.7.C.1.Su.h:</a>	Recognize a reason for inclusion of a bill of rights in the Constitution, such as the Bill of Rights is for all states.
<a href="#">SS.7.C.1.Pa.h:</a>	Recognize that both individuals and groups have rights.

Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.

[SS.7.C.1.9:](#)

**Remarks/Examples:**

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

**Related Access Points**

Name	Description
<a href="#">SS.7.C.1.In.i:</a>	Identify how the rule of law is used in American government, such as people must follow the laws of the government.
<a href="#">SS.7.C.1.Su.i:</a>	Recognize that people must follow the laws of American government.
<a href="#">SS.7.C.1.Pa.i:</a>	Recognize that people must follow laws of government.

Define the term "citizen," and identify legal means of becoming a United States citizen.

[SS.7.C.2.1:](#)

**Remarks/Examples:**

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

**Related Access Points**

Name	Description
<a href="#">SS.7.C.2.Su.a:</a>	Recognize that a citizen is a legal resident of a country.
<a href="#">SS.7.C.2.Pa.a:</a>	Recognize a person who is an American citizen.

Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.

[SS.7.C.2.2:](#)

**Remarks/Examples:**

This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages [34-35](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

**Related Access Points**

Name	Description
<a href="#">SS.7.C.2.In.b:</a>	Identify obligations of citizens, such as obeying laws, paying taxes, and serving on juries.
<a href="#">SS.7.C.2.Su.b:</a>	Recognize obligations of citizens, such as obeying laws, paying taxes, and serving on juries.
<a href="#">SS.7.C.2.Pa.b:</a>	Recognize an obligation of citizens, such as obeying laws.

Experience the responsibilities of citizens at the local, state, or federal levels.

[SS.7.C.2.3:](#)

**Remarks/Examples:**

Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.

**Related Access Points**

Name	Description
<a href="#">SS.7.C.2.In.c:</a>	Describe the responsibilities of a good citizen, such as registering and voting and keeping informed about current issues.
<a href="#">SS.7.C.2.Su.c:</a>	Identify the responsibilities of a good citizen, such as voting and keeping informed about current issues.
<a href="#">SS.7.C.2.Pa.c:</a>	Recognize a responsibility of a good citizen, such as voting.

Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.

**Remarks/Examples:**

This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages [36-37](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

**Related Access Points**

Name	Description
<a href="#">SS.7.C.2.In.d:</a>	Identify the rights of individuals in the Bill of Rights and other amendments to the Constitution.
<a href="#">SS.7.C.2.Su.d:</a>	Recognize the rights of individuals in the Bill of Rights.
<a href="#">SS.7.C.2.Pa.d:</a>	Recognize a right of citizens guaranteed by law.

Distinguish how the Constitution safeguards and limits individual rights.

**Remarks/Examples:**

This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages [38-39](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

**Related Access Points**

Name	Description
<a href="#">SS.7.C.2.In.e:</a>	Identify the rights of individuals in the Bill of Rights and other amendments to the Constitution.
<a href="#">SS.7.C.2.Su.e:</a>	Recognize the rights of individuals in the Bill of Rights.
<a href="#">SS.7.C.2.Pa.e:</a>	Recognize a right of citizens guaranteed by law.

Simulate the trial process and the role of juries in the administration of justice.

**Related Access Points**

Name	Description
<a href="#">SS.7.C.2.In.f:</a>	Identify the purpose of a jury in a trial.
<a href="#">SS.7.C.2.Su.f:</a>	Recognize the purpose of the jury in a trial.
<a href="#">SS.7.C.2.Pa.f:</a>	Recognize a right of citizens guaranteed by law.

[SS.7.C.2.7:](#) Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.

**Related Access Points**

Name	Description
<a href="#">SS.7.C.2.In.g:</a>	Describe the voting process for selecting leaders in the school or community.
<a href="#">SS.7.C.2.Su.g:</a>	Identify how to vote for a leader in the school or community.
<a href="#">SS.7.C.2.Pa.g:</a>	Recognize that people can vote to select a leader in the school or community.

Identify America's current political parties, and illustrate their ideas about government.

**Remarks/Examples:**

This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page [40](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

**Related Access Points**

Name	Description
<a href="#">SS.7.C.2.In.h:</a>	Identify the current political parties in America.
<a href="#">SS.7.C.2.Su.h:</a>	Recognize the current political parties in America.
<a href="#">SS.7.C.2.Pa.h:</a>	Recognize that there are political parties in America.

[SS.7.C.2.9:](#) Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.

**Remarks/Examples:**

This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages [41-42](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

**Related Access Points**

Name	Description
<a href="#">SS.7.C.2.In.i:</a>	Identify the qualifications of candidates for a political office.

<a href="#">SS.7.C.2.Su.i:</a>	Recognize that candidates run for a political office.
<a href="#">SS.7.C.2.Pa.i:</a>	Recognize a political office.

Examine the impact of media, individuals, and interest groups on monitoring and influencing government.

**Remarks/Examples:**

This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page [43](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

**Related Access Points**

Name	Description
<a href="#">SS.7.C.2.In.j:</a>	Identify how the media and people influence government.
<a href="#">SS.7.C.2.Su.j:</a>	Recognize that the media and people can influence government.
<a href="#">SS.7.C.2.Pa.j:</a>	Recognize that the media influences people.

Analyze media and political communications (bias, symbolism, propaganda).

**Remarks/Examples:**

This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages [44-45](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

**Related Access Points**

Name	Description
<a href="#">SS.7.C.2.In.k:</a>	Identify how the media and people influence government.
<a href="#">SS.7.C.2.Su.k:</a>	Recognize that the media and people can influence government.
<a href="#">SS.7.C.2.Pa.k:</a>	Recognize that the media influences people.

Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.

**Remarks/Examples:**

This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages [46-47](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

**Related Access Points**

Name	Description
<a href="#">SS.7.C.2.In.l:</a>	Recognize a problem in the local community and the appropriate governmental agency to respond to that problem.
<a href="#">SS.7.C.2.Su.l:</a>	Recognize a problem in the local community and an authority to respond to that problem.
<a href="#">SS.7.C.2.Pa.l:</a>	Recognize an authority to respond to a problem.

Examine multiple perspectives on public and current issues.

**Remarks/Examples:**

This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages [48-49](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

**Related Access Points**

Name	Description
<a href="#">SS.7.C.2.In.m:</a>	Identify different perspectives on current issues.
<a href="#">SS.7.C.2.Su.m:</a>	Recognize different perspectives on current issues.
<a href="#">SS.7.C.2.Pa.m:</a>	Recognize a point of view on current issues.

Conduct a service project to further the public good.

**Remarks/Examples:**

The project can be at the school, community, state, national, or international level.

**Related Access Points**

Name	Description
<a href="#">SS.7.C.2.In.n:</a>	Engage in a service project to further the public good, such as at school, community, or state levels.
<a href="#">SS.7.C.2.Su.n:</a>	Assist with a service project to further the public good, such as at school, community, or state levels.
<a href="#">SS.7.C.2.Pa.n:</a>	Participate in a service project to further the public good, such as at school, community, or state levels.

Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).

**Remarks/Examples:**

This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page [50](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\)](#) webpage.

#### Related Access Points

Name	Description
<a href="#">SS.7.C.3.In.a:</a>	Identify characteristics of different forms of government, such as democracy, monarchy, and communism.
<a href="#">SS.7.C.3.Su.a:</a>	Recognize different forms of government, such as democracy and communism.
<a href="#">SS.7.C.3.Pa.a:</a>	Recognize that in a democracy, people vote to elect government leaders.

Compare parliamentary, federal, confederal, and unitary systems of government.

#### Remarks/Examples:

This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages [51-52](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

#### Related Access Points

Name	Description
<a href="#">SS.7.C.3.In.b:</a>	Identify characteristics of different forms of government, such as democracy, monarchy, and communism.
<a href="#">SS.7.C.3.Su.b:</a>	Recognize different forms of government, such as democracy and communism.
<a href="#">SS.7.C.3.Pa.b:</a>	Recognize that in a democracy, people vote to elect government leaders.

Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.

#### Remarks/Examples:

This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages [53-54](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

#### Related Access Points

Name	Description
<a href="#">SS.7.C.3.In.c:</a>	Identify the major function of the three branches of the United States government established by the Constitution.
<a href="#">SS.7.C.3.Su.c:</a>	Recognize the major function of the three branches of the United States government.
<a href="#">SS.7.C.3.Pa.c:</a>	Recognize that the United States government has three parts.

Identify the relationship and division of powers between the federal government and state governments.

#### Remarks/Examples:

This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page [55](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

#### Related Access Points

Name	Description
<a href="#">SS.7.C.3.In.d:</a>	Identify the relationship of power between the federal and state governments.
<a href="#">SS.7.C.3.Su.d:</a>	Recognize the relationship of power between the federal and state governments.
<a href="#">SS.7.C.3.Pa.d:</a>	Recognize that governments have different powers.

Explain the Constitutional amendment process.

#### Remarks/Examples:

This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page [56](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

#### Related Access Points

Name	Description
<a href="#">SS.7.C.3.In.e:</a>	Identify steps to amending the Constitution.
<a href="#">SS.7.C.3.Su.e:</a>	Identify that the Constitution can be changed by amendments.
<a href="#">SS.7.C.3.Pa.e:</a>	Recognize that the government can change laws.

Evaluate Constitutional rights and their impact on individuals and society.

#### Remarks/Examples:

This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page [57](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

#### Related Access Points

Name	Description

<b>SS.7.C.3.In.f:</b>	Identify the rights of individuals provided by the Constitution and Bill of Rights.
<b>SS.7.C.3.Su.f:</b>	Recognize the rights of individuals provided by the Constitution and Bill of Rights.
<b>SS.7.C.3.Pa.f:</b>	Recognize individual rights provided by the government.

Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.

**Remarks/Examples:**

This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages [58-59](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

**Related Access Points**

Name	Description
<b>SS.7.C.3.In.g:</b>	Identify ways amendments to the United States Constitution have promoted the full participation of minority groups in American democracy, such as the abolition of slavery, the right to vote, and nondiscrimination on account of race.
<b>SS.7.C.3.Su.g:</b>	Recognize that amendments to the United States Constitution promoted the full participation of minority groups in American democracy, such as the right to vote and nondiscrimination on account of race.
<b>SS.7.C.3.Pa.g:</b>	Recognize that American citizens have the right to vote.

Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.

**Remarks/Examples:**

This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages [60-61](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

**Related Access Points**

Name	Description
<b>SS.7.C.3.In.h:</b>	Identify the major function of the three branches of the United States government established by the Constitution.
<b>SS.7.C.3.Su.h:</b>	Recognize the major function of the three branches of the United States government.
<b>SS.7.C.3.Pa.h:</b>	Recognize that the United States government has three parts.

Illustrate the law making process at the local, state, and federal levels.

**Remarks/Examples:**

This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages [60-61](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

**Related Access Points**

Name	Description
<b>SS.7.C.3.In.i:</b>	Identify how government makes a law.
<b>SS.7.C.3.Su.i:</b>	Recognize how government makes a law.
<b>SS.7.C.3.Pa.i:</b>	Recognize that the government makes laws.

Identify sources and types (civil, criminal, constitutional, military) of law.

**Remarks/Examples:**

This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page [62](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

**Related Access Points**

Name	Description
<b>SS.7.C.3.In.j:</b>	Identify how government makes a law.
<b>SS.7.C.3.Su.j:</b>	Recognize how government makes a law.
<b>SS.7.C.3.Pa.j:</b>	Recognize that the government makes laws.

Diagram the levels, functions, and powers of courts at the state and federal levels.

**Remarks/Examples:**

This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages [63-64](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

**Related Access Points**

Name	Description
<b>SS.7.C.3.In.k:</b>	Identify court systems, such as criminal and civil courts at different levels of government.
<b>SS.7.C.3.Su.k:</b>	Recognize different court systems, such as criminal and civil courts.
<b>SS.7.C.3.Pa.k:</b>	Recognize that courts settle conflicts.

Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, in re Gault, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, and Bush v. Gore.

[SS.7.C.3.12:](#)

**Remarks/Examples:**

This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications page [65](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

**Related Access Points**

Name	Description
<a href="#">SS.7.C.3.In.l:</a>	Identify the importance of landmark Supreme Court cases, such as Brown v. Board of Education and Miranda v. Arizona.
<a href="#">SS.7.C.3.Su.l:</a>	Recognize the importance of landmark Supreme Court cases, such as Brown v. Board of Education.
<a href="#">SS.7.C.3.Pa.l:</a>	Recognize that the Supreme Court recognizes that all citizens are equal.

Compare the constitutions of the United States and Florida.

**Remarks/Examples:**

This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages [66-67](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

**Related Access Points**

Name	Description
<a href="#">SS.7.C.3.In.m:</a>	Describe the Constitution of the State of Florida.
<a href="#">SS.7.C.3.Su.m:</a>	Identify the Constitution of the State of Florida.
<a href="#">SS.7.C.3.Pa.m:</a>	Recognize that the State of Florida has laws.

Differentiate between local, state, and federal governments' obligations and services.

**Remarks/Examples:**

This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages [68-69](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

**Related Access Points**

Name	Description
<a href="#">SS.7.C.3.In.n:</a>	Identify obligations and services of local, state, and federal governments.
<a href="#">SS.7.C.3.Su.n:</a>	Recognize major obligations and services of local, state, and federal governments.
<a href="#">SS.7.C.3.Pa.n:</a>	Recognize that local, state, and federal governments provide services.

Differentiate concepts related to United States domestic and foreign policy.

**Remarks/Examples:**

This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages [70-71](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

**Related Access Points**

Name	Description
<a href="#">SS.7.C.4.In.a:</a>	Identify that the United States government creates domestic policy to guide decisions at home and foreign policy to guide decisions in foreign countries.
<a href="#">SS.7.C.4.Su.a:</a>	Recognize that the United States government solves problems at home (domestic policies) and in other countries (foreign policies).
<a href="#">SS.7.C.4.Pa.a:</a>	Recognize that the government solves problems.

Recognize government and citizen participation in international organizations.

**Remarks/Examples:**

Examples are United Nations, NATO, Peace Corps, World Health Organization, World Trade Organization, International Court of Justice.

[SS.7.C.4.2:](#)

This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages [72-73](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

**Related Access Points**

Name	Description
<a href="#">SS.7.C.4.In.b:</a>	Identify ways the United States works with other nations through international organizations, such as the United Nations, Peace Corps, and World Health Organization.
<a href="#">SS.7.C.4.Su.b:</a>	Recognize that the United States assists other nations, such as providing aid through the United Nations and Peace Corps.
<a href="#">SS.7.C.4.Pa.b:</a>	Recognize that the United States helps other countries.

Describe examples of how the United States has dealt with international conflicts.

**Remarks/Examples:**

This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages [74-75](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

**Related Access Points**

Name	Description
<a href="#">SS.7.C.4.In.c:</a>	Identify how the United States has been involved in an international conflict.
<a href="#">SS.7.C.4.Su.c:</a>	Recognize that the United States has been involved in an international conflict.
<a href="#">SS.7.C.4.Pa.c:</a>	Recognize an international conflict.

[SS.7.E.1.1:](#)

Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.

**Related Access Points**

Name	Description
<a href="#">SS.7.E.1.In.a:</a>	Identify major characteristics of market (buyers/sellers) and mixed (buyers/sellers and government-controlled) economies.
<a href="#">SS.7.E.1.Su.a:</a>	Recognize characteristics of a market (buyers/sellers) economy.
<a href="#">SS.7.E.1.Pa.a:</a>	Recognize people use money to purchase goods and services.

[SS.7.E.1.2:](#)

Discuss the importance of borrowing and lending in the United States, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit.

**Related Access Points**

Name	Description
<a href="#">SS.7.E.1.In.b:</a>	Identify differences in borrowing and lending money, including the use of credit.
<a href="#">SS.7.E.1.Su.b:</a>	Recognize differences in borrowing and lending money.
<a href="#">SS.7.E.1.Pa.b:</a>	Recognize the difference between a loan and a gift.

[SS.7.E.1.3:](#)

Review the concepts of supply and demand, choice, scarcity, and opportunity cost as they relate to the development of the mixed market economy in the United States.

**Related Access Points**

Name	Description
<a href="#">SS.7.E.1.In.c:</a>	Identify common examples of the concepts of supply and demand, choice, scarcity, and opportunity cost.
<a href="#">SS.7.E.1.Su.c:</a>	Recognize common examples of the concepts of supply and demand, choice, and scarcity.
<a href="#">SS.7.E.1.Pa.c:</a>	Recognize an example of choice and scarcity.

[SS.7.E.1.4:](#)

Discuss the function of financial institutions in the development of a market economy.

**Related Access Points**

Name	Description
<a href="#">SS.7.E.1.In.d:</a>	Identify different kinds of accounts and services provided by banks or other financial institutions.
<a href="#">SS.7.E.1.Su.d:</a>	Recognize common accounts provided by banks or other financial institutions.
<a href="#">SS.7.E.1.Pa.d:</a>	Recognize that a bank is a place to save money.

[SS.7.E.1.5:](#)

Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.

**Related Access Points**

Name	Description
<a href="#">SS.7.E.1.In.e:</a>	Identify that profit and incentives motivate people and businesses to work harder.
<a href="#">SS.7.E.1.Su.e:</a>	Recognize that incentives motivate people to work.
<a href="#">SS.7.E.1.Pa.e:</a>	Recognize an incentive for completing work.

Compare the national budget process to the personal budget process.

**Remarks/Examples:**

Prepare an individual budget which includes housing, food, leisure, communication, and miscellaneous categories and compare that to federal government budget allocations.

**Related Access Points**

Name	Description
<a href="#">SS.7.E.1.In.f:</a>	Identify an individual budget and how personal needs are used to develop it.
<a href="#">SS.7.E.1.Su.f:</a>	Recognize the parts of a budget and how personal needs are used to develop it.
<a href="#">SS.7.E.1.Pa.f:</a>	Recognize a plan (budget) to use resources, such as time, money, or materials.

[SS.7.E.2.1:](#)

Explain how federal, state, and local taxes support the economy as a function of the United States government.

**Related Access Points**

Name	Description
<a href="#">SS.7.E.2.In.a:</a>	Identify how federal and local taxes are used by the government.
<a href="#">SS.7.E.2.Su.a:</a>	Recognize how taxes are used by the government.
<a href="#">SS.7.E.2.Pa.a:</a>	Recognize that taxes pay for services.

Describe the banking system in the United States and its impact on the money supply.

[SS.7.E.2.2:](#)

**Remarks/Examples:**

Examples are the Federal Reserve System and privately owned banks.

**Related Access Points**

Name	Description
<a href="#">SS.7.E.2.In.b:</a>	Identify that the banking system in the United States controls the money supply and interest rates.
<a href="#">SS.7.E.2.Su.b:</a>	Recognize that the banking system in the United States controls money.
<a href="#">SS.7.E.2.Pa.b:</a>	Associate banks with money.

[SS.7.E.2.3:](#)

Identify and describe United States laws and regulations adopted to promote economic competition.

**Related Access Points**

Name	Description
<a href="#">SS.7.E.2.In.c:</a>	Identify that there are laws that affect the economy, such as anti-monopoly or patent laws.
<a href="#">SS.7.E.2.Su.c:</a>	Recognize that there are laws that affect the economy, such as patent laws.
<a href="#">SS.7.E.2.Pa.c:</a>	Recognize that businesses must follow rules.

[SS.7.E.2.4:](#)

Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.

**Related Access Points**

Name	Description
<a href="#">SS.7.E.2.In.d:</a>	Identify people from diverse backgrounds who have created successful businesses.
<a href="#">SS.7.E.2.Su.d:</a>	Recognize people from diverse backgrounds who have created successful businesses.
<a href="#">SS.7.E.2.Pa.d:</a>	Recognize that people create businesses.

Explain how economic institutions impact the national economy.

[SS.7.E.2.5:](#)

**Remarks/Examples:**

Examples are the stock market, banks, credit unions.

**Related Access Points**

Name	Description
<a href="#">SS.7.E.2.In.e:</a>	Identify an impact that financial institutions have on the national economy, such as the stock market, banks, and credit unions.
<a href="#">SS.7.E.2.Su.e:</a>	Recognize that financial institutions impact the national economy, such as banks and credit unions.
<a href="#">SS.7.E.2.Pa.e:</a>	Associate banks with money.

[SS.7.E.3.1:](#)

Explain how international trade requires a system for exchanging currency between and among nations.

**Related Access Points**

Name	Description
<a href="#">SS.7.E.3.In.a:</a>	Recognize that currencies from different countries can be exchanged for trade.
<a href="#">SS.7.E.3.Su.a:</a>	Recognize that countries use different types of currency for trade.
<a href="#">SS.7.E.3.Pa.a:</a>	Recognize coins or bills from the United States.

[SS.7.E.3.2:](#)

Assess how the changing value of currency affects trade of goods and services between nations.

**Related Access Points**

Name	Description
<a href="#">SS.7.E.3.In.b:</a>	Recognize that currencies from different countries can be exchanged for trade.
<a href="#">SS.7.E.3.Su.b:</a>	Recognize that countries use different types of currency for trade.
<a href="#">SS.7.E.3.Pa.b:</a>	Recognize coins or bills from the United States.

[SS.7.E.3.3:](#)

Compare and contrast a single resource economy with a diversified economy.

**Related Access Points**

Name	Description
<a href="#">SS.7.E.3.In.c:</a>	Identify differences between a single resource economy and a diversified economy.
<a href="#">SS.7.E.3.Su.c:</a>	Recognize a difference between a single resource economy and a diversified economy.
<a href="#">SS.7.E.3.Pa.c:</a>	Recognize a product of an economy.

[SS.7.E.3.4:](#)

Compare and contrast the standard of living in various countries today to that of the United States using gross domestic product (GDP) per capita as an indicator.

### Related Access Points

Name	Description
<a href="#">SS.7.E.3.In.d:</a>	Identify characteristics of the standard of living in the United States and other countries.
<a href="#">SS.7.E.3.Su.d:</a>	Recognize characteristics of the standard of living in the United States.
<a href="#">SS.7.E.3.Pa.d:</a>	Recognize that some people have more than others.

[SS.7.G.1.1:](#)

Locate the fifty states and their capital cities in addition to the nation's capital on a map.

### Related Access Points

Name	Description
<a href="#">SS.7.G.1.In.a:</a>	Locate selected states, capitals, and the nation's capital on a map.
<a href="#">SS.7.G.1.Su.a:</a>	Locate selected states and their capitals on a map.
<a href="#">SS.7.G.1.Pa.a:</a>	Locate the United States on a map.

Locate on a world map the territories and protectorates of the United States of America.

[SS.7.G.1.2:](#)

#### Remarks/Examples:

Examples are American Samoa, Guam, Puerto Rico, U.S. Virgin Islands.

### Related Access Points

Name	Description
<a href="#">SS.7.G.1.In.b:</a>	Locate on a world map selected United States territories, such as Guam, U.S. Virgin Islands, and Puerto Rico.
<a href="#">SS.7.G.1.Su.b:</a>	Locate on a world map a United States territory, such as Guam, U.S. Virgin Islands, or Puerto Rico.
<a href="#">SS.7.G.1.Pa.b:</a>	Locate the United States on a map.

[SS.7.G.1.3:](#)

Interpret maps to identify geopolitical divisions and boundaries of places in North America.

### Related Access Points

Name	Description
<a href="#">SS.7.G.1.In.c:</a>	Identify the divisions and boundaries of places in North America, including the United States, Canada, Mexico, and Central America.
<a href="#">SS.7.G.1.Su.c:</a>	Identify the boundaries of United States, Canada, and Mexico on a map.
<a href="#">SS.7.G.1.Pa.c:</a>	Locate the United States on a map.

Locate major cultural landmarks that are emblematic of the United States.

[SS.7.G.2.1:](#)

#### Remarks/Examples:

Examples are Statue of Liberty, White House, Mount Rushmore, Capitol, Empire State Building, Gateway Arch, Independence Hall, Alamo, Hoover Dam.

### Related Access Points

Name	Description
<a href="#">SS.7.G.2.In.a:</a>	Recognize major cultural landmarks that are emblematic of the United States, such as the Statue of Liberty, White House, and Mount Rushmore.
<a href="#">SS.7.G.2.Su.a:</a>	Recognize a major cultural landmark that is emblematic of the United States, such as the Statue of Liberty or the White House.
<a href="#">SS.7.G.2.Pa.a:</a>	Associate a major cultural landmark with the United States, such as the Statue of Liberty.

Locate major physical landmarks that are emblematic of the United States.

[SS.7.G.2.2:](#)

#### Remarks/Examples:

Examples are Grand Canyon, Mt. Denali, Everglades, Great Salt Lake, Mississippi River, Great Plains.

### Related Access Points

Name	Description
<a href="#">SS.7.G.2.In.b:</a>	Locate selected major physical landmarks that are emblematic of the United States, such as the Grand Canyon, Everglades, Great Salt Lake, and Great Plains.
<a href="#">SS.7.G.2.Su.b:</a>	Locate a major physical landmark that is emblematic of the United States, such as the Grand Canyon, Everglades, Great Salt Lake, or Great Plains.
<a href="#">SS.7.G.2.Pa.b:</a>	Associate a major physical landmark with the United States, such as the Grand Canyon.

[SS.7.G.2.3:](#)

Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.

### Related Access Points

Name	Description
<a href="#">SS.7.G.2.In.c:</a>	Identify how major physical characteristics, climate, and location have influenced settlement and the economy in the United States.
<a href="#">SS.7.G.2.Su.c:</a>	Recognize major physical characteristics, climate, and location that have influenced settlement and the economy in the United States.
<a href="#">SS.7.G.2.Pa.c:</a>	Recognize how a physical characteristic of a location affects people.

Describe current major cultural regions of North America.

[SS.7.G.2.4:](#)

#### Remarks/Examples:

**Related Access Points**

Name	Description
<a href="#">SS.7.G.2.In.d:</a>	Recognize major cultural regions of the United States, such as the South, West Coast, and Midwest.
<a href="#">SS.7.G.2.Su.d:</a>	Recognize a major cultural region of the United States, such as the South.
<a href="#">SS.7.G.2.Pa.d:</a>	Recognize a characteristic of culture in North America.

[SS.7.G.3.1:](#)

Use maps to describe the location, abundance, and variety of natural resources in North America.

**Related Access Points**

Name	Description
<a href="#">SS.7.G.3.In.a:</a>	Use maps to identify natural resources in North America.
<a href="#">SS.7.G.3.Su.a:</a>	Use maps to recognize natural resources in North America.
<a href="#">SS.7.G.3.Pa.a:</a>	Use a pictorial map to recognize a natural resource.

[SS.7.G.4.1:](#)

Use geographic terms and tools to explain cultural diffusion throughout North America.

**Related Access Points**

Name	Description
<a href="#">SS.7.G.4.In.a:</a>	Use geographic terms and tools to identify different cultures in North America.
<a href="#">SS.7.G.4.Su.a:</a>	Use geographic tools to recognize a different culture in North America.
<a href="#">SS.7.G.4.Pa.a:</a>	Use a geographic tool to recognize a characteristic of culture in North America.

[SS.7.G.4.2:](#)

Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.

**Related Access Points**

Name	Description
<a href="#">SS.7.G.4.In.b:</a>	Use maps and other geographic tools to identify different population groups of the United States.
<a href="#">SS.7.G.4.Su.b:</a>	Use maps and other geographic tools to recognize a population group of the United States.
<a href="#">SS.7.G.4.Pa.b:</a>	Use a geographic tool to recognize a characteristic of culture in North America.

[SS.7.G.5.1:](#)

Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community.

**Remarks/Examples:**

Examples are tri-county mangrove decimation, beach erosion.

**Related Access Points**

Name	Description
<a href="#">SS.7.G.5.In.a:</a>	Use a map to display information about issues of conservation or ecology in the local community.
<a href="#">SS.7.G.5.Su.a:</a>	Use a map to display information about an issue of conservation or ecology in the local community.
<a href="#">SS.7.G.5.Pa.a:</a>	Use a map to display information about the local environment.

[SS.7.G.6.1:](#)

Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.

**Remarks/Examples:**

Examples are population density, changes in census data, and district reapportionment over time.

**Related Access Points**

Name	Description
<a href="#">SS.7.G.6.In.a:</a>	Use a form of technology to locate and view maps with current information about the United States, such as population density.
<a href="#">SS.7.G.6.Su.a:</a>	Use a form of technology to view maps with current information about a region of the United States, such as population maps.
<a href="#">SS.7.G.6.Pa.a:</a>	Use technology to view information about the United States.

[LAFS.68.RH.1.1:](#)

Cite specific textual evidence to support analysis of primary and secondary sources.

[LAFS.68.RH.1.2:](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

[LAFS.68.RH.1.3:](#)

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

[LAFS.68.RH.2.4:](#)

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

[LAFS.68.RH.2.5:](#)

Describe how a text presents information (e.g., sequentially, comparatively, causally).

[LAFS.68.RH.2.6:](#)

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

[LAFS.68.RH.3.7:](#)

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

[LAFS.68.RH.3.8:](#)

Distinguish among fact, opinion, and reasoned judgment in a text.

[LAFS.68.RH.3.9:](#)

Analyze the relationship between a primary and secondary source on the same topic.

Write arguments focused on discipline-specific content.

a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

[LAFS.68.WHST.1.1:](#)

- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

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

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

#### LAFS.68.WHST.1.2:

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

#### LAFS.68.WHST.2.5:

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

#### LAFS.68.WHST.2.6:

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

#### LAFS.68.WHST.3.7:

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

#### LAFS.68.WHST.3.8:

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

#### LAFS.68.WHST.3.9:

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

#### LAFS.68.WHST.4.10:

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- d. Acknowledge new information expressed by others and, when warranted, modify their own views.

#### Related Access Points

Name	Description
<a href="#">LAFS.7.SL.1.AP.1a:</a>	Discuss how own view or opinion changes using new information provided by others.
<a href="#">LAFS.7.SL.1.AP.1b:</a>	Describe how the claims within a speaker's argument match own argument.
<a href="#">LAFS.7.SL.1.AP.1c:</a>	Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.

#### LAFS.7.SL.1.2:

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

#### Related Access Points

Name	Description
<a href="#">LAFS.7.SL.1.AP.2a:</a>	Critically evaluate main ideas and details presented in diverse media (e.g., visually, personal communication, periodicals, social media) and formats for accuracy.
<a href="#">LAFS.7.SL.1.AP.2b:</a>	Explain if and how ideas presented in diverse media (e.g., visually, personal communication, periodicals, social media) clarify a topic, text or issue under study.
<a href="#">LAFS.7.SL.1.AP.2c:</a>	Identify how information presented in diverse media and formats (e.g., visually, quantitatively, orally) on a topic or text contributes to understanding.

#### LAFS.7.SL.1.3:

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

#### Related Access Points

Name	Description
<a href="#">LAFS.7.SL.1.AP.3a:</a>	Evaluate the soundness of reasoning and the relevance and sufficiency of evidence provided in an argument.
<a href="#">LAFS.7.SL.1.AP.3b:</a>	Evaluate the soundness or accuracy of reasons presented to support a claim.

#### LAFS.7.SL.2.4:

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

#### Related Access Points

Name	Description
<a href="#">LAFS.7.SL.2.AP.4a:</a>	Present claims and findings, emphasizing salient points in a coherent manner with pertinent descriptions, facts, details and examples.
<a href="#">LAFS.7.SL.2.AP.4b:</a>	Report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details that support the main ideas.

**Make sense of problems and persevere in solving them.**

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They

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

**Construct viable arguments and critique the reasoning of others.**

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Use appropriate tools strategically.**

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

**Attend to precision.**

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.

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

**ELD.K12.ELL.SS.1:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

**HE.7.P.8.2:** Articulate a position on a health-related issue and support it with accurate health information.

**Remarks/Examples:**

Bullying prevention, Internet safety, and nutritional choices.

**Related Access Points**

Name	Description
<a href="#">HE.7.P.8.In.2:</a>	Describe a health-enhancing position on a topic using accurate information from selected resources to support it, such as bullying prevention, using the Internet, or choosing nutritious foods.
<a href="#">HE.7.P.8.Su.2:</a>	Identify reasons why a selected health-enhancing position is desirable, such as bullying prevention, using the Internet safely, or choosing nutritious foods.
<a href="#">HE.7.P.8.Pa.2:</a>	Recognize a reason why a selected health-enhancing position is desirable, such as bullying prevention, using the Internet safely, or choosing nutritious foods.

## Related Certifications

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

There are more than 549 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15495>

# Access M/J United States History (#7821025)

{ M/J United States History - 2100010 }

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

<b>Course Number:</b> 7821025  <b>Course Status:</b> Course Approved  <b>Grade Level(s):</b> 6,7,8	<b>Course Path: Section:</b> Exceptional Student Education > <b>Grade Group:</b> Middle/Junior High > <b>Subject:</b> Academics - Subject Areas > <b>Abbreviated Title:</b> ACCESS M/J US HIST <b>Course Length:</b> Year (Y) <b>Course Attributes:</b> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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## GENERAL NOTES

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

### English Language Development ELD Standards Special Notes Section:

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

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

## Course Standards

Name	Description								
<a href="#">SS.8.A.1.1:</a>	Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.  <b>Remarks/Examples:</b> Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www.fl DOE.org/bii/Library_Media/pdf/12TotalFINDS.pdf">http://www.fl DOE.org/bii/Library_Media/pdf/12TotalFINDS.pdf</a> .								
<b>Related Access Points</b>									
	<table border="1"> <thead> <tr style="background-color: #e67e22; color: white;"> <th>Name</th><th>Description</th></tr> </thead> <tbody> <tr> <td><a href="#">SS.8.A.1.In.a.:</a></td><td>Provide supporting details for an answer from a reference, ask questions to gather information for oral history, and check the accuracy of a source.</td></tr> <tr> <td><a href="#">SS.8.A.1.Su.a.:</a></td><td>Select a supporting detail for an answer from a reference and ask questions to gather information.</td></tr> <tr> <td><a href="#">SS.8.A.1.Pa.a.:</a></td><td>Ask simple questions to gather information.</td></tr> </tbody> </table>	Name	Description	<a href="#">SS.8.A.1.In.a.:</a>	Provide supporting details for an answer from a reference, ask questions to gather information for oral history, and check the accuracy of a source.	<a href="#">SS.8.A.1.Su.a.:</a>	Select a supporting detail for an answer from a reference and ask questions to gather information.	<a href="#">SS.8.A.1.Pa.a.:</a>	Ask simple questions to gather information.
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<a href="#">SS.8.A.1.Pa.a.:</a>	Ask simple questions to gather information.								
<a href="#">SS.8.A.1.2:</a>	Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.								
<b>Related Access Points</b>									
	<table border="1"> <thead> <tr style="background-color: #e67e22; color: white;"> <th>Name</th><th>Description</th></tr> </thead> <tbody> <tr> <td><a href="#">SS.8.A.1.In.b.:</a></td><td>Interpret graphs, maps, photographs, and timelines.</td></tr> <tr> <td><a href="#">SS.8.A.1.Su.b.:</a></td><td>Interpret simple graphs, maps, photographs, and pictorial timelines.</td></tr> <tr> <td><a href="#">SS.8.A.1.Pa.b.:</a></td><td>Gather information from simple maps, photographs, and pictorial timelines.</td></tr> </tbody> </table>	Name	Description	<a href="#">SS.8.A.1.In.b.:</a>	Interpret graphs, maps, photographs, and timelines.	<a href="#">SS.8.A.1.Su.b.:</a>	Interpret simple graphs, maps, photographs, and pictorial timelines.	<a href="#">SS.8.A.1.Pa.b.:</a>	Gather information from simple maps, photographs, and pictorial timelines.
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<a href="#">SS.8.A.1.Pa.b.:</a>	Gather information from simple maps, photographs, and pictorial timelines.								
Analyze current events relevant to American History topics through a variety of electronic and print media resources.									

**SS.8.A.1.3:****Remarks/Examples:**

Examples may include, but are not limited to, articles, editorials, journals, periodicals, reports, websites, videos, and podcasts.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.1.In.c:</a>	Identify current events relevant to American History topics using media resources and print.
<a href="#">SS.8.A.1.Su.c:</a>	Recognize current events relevant to American History topics using media resources and print.
<a href="#">SS.8.A.1.Pa.c:</a>	Recognize a current event in a media resource or book.

**SS.8.A.1.4:**

Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.1.In.d:</a>	Identify the difference between fact and opinion and use appropriate resources and support materials to gather information.
<a href="#">SS.8.A.1.Su.d:</a>	Recognize fact and opinion and use appropriate resources and support materials to gather information.
<a href="#">SS.8.A.1.Pa.d:</a>	Use appropriate resources to obtain factual information.

Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.

**SS.8.A.1.5:****Remarks/Examples:**

Examples of primary and secondary sources may be found on various websites such as the site for [The Kinsey Collection](#).

**Related Access Points**

Name	Description
<a href="#">SS.8.A.1.In.e:</a>	Identify the author and purpose of significant historical documents and distinguish between a primary and secondary historical source.
<a href="#">SS.8.A.1.Su.e:</a>	Recognize the author and purpose of significant historical documents.
<a href="#">SS.8.A.1.Pa.e:</a>	Use appropriate resources to obtain factual information.

Compare interpretations of key events and issues throughout American History.

**SS.8.A.1.6:****Remarks/Examples:**

Examples may include, but are not limited to, historiography.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.1.In.f:</a>	Identify similarities and differences in points of view of historical interpretations of key events.
<a href="#">SS.8.A.1.Su.f:</a>	Recognize differences in points of view of historical interpretations of key events.
<a href="#">SS.8.A.1.Pa.f:</a>	Use appropriate resources to obtain factual information.

**SS.8.A.1.7:**

View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.1.In.g:</a>	Identify well-known historical events shown in art, writings, music, and artifacts.
<a href="#">SS.8.A.1.Su.g:</a>	Recognize well-known historical events shown in art, writings, music, or artifacts.
<a href="#">SS.8.A.1.Pa.g:</a>	Recognize a well-known historical event shown in art or artifacts.

Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.

**SS.8.A.2.1:****Remarks/Examples:**

This benchmark implies a study of the ways that economic, political, cultural, and religious competition between these Atlantic powers shaped early colonial America.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.2.In.a:</a>	Recognize important differences among the European nations struggling for control over colonization of North America.
<a href="#">SS.8.A.2.Su.a:</a>	Recognize an important difference of each of the European nations struggling for control over colonization of North America.
<a href="#">SS.8.A.2.Pa.a:</a>	Recognize that different groups fought for ownership of the same land.

Compare the characteristics of the New England, Middle, and Southern colonies.

**SS.8.A.2.2:****Remarks/Examples:**

Examples may include, but are not limited to, colonial governments, geographic influences, occupations, religion, education, settlement patterns, and social patterns.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.2.In.b:</a>	Identify that the colonies were grouped into three divisions (New England, Middle, and Southern) and describe their occupations, religion, and social patterns.
<a href="#">SS.8.A.2.Su.b:</a>	Recognize characteristics of the colonies in different regions, such as location, occupations, and social patterns.
<a href="#">SS.8.A.2.Pa.b:</a>	Recognize social aspects of living in a colony.

**SS.8.A.2.3:****Remarks/Examples:**

Examples may include, but are not limited to, subsistence farming, cash crop farming, and maritime industries.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.2.In.c:</a>	Identify characteristics of economic systems in the colonies, including the ways slaves and indentured servants were used.
<a href="#">SS.8.A.2.Su.c:</a>	Recognize a characteristic of economic systems in the colonies, including the use of slaves.
<a href="#">SS.8.A.2.Pa.c:</a>	Recognize that workers are part of an economic system.

Identify the impact of key colonial figures on the economic, political, and social development of the colonies.

**SS.8.A.2.4:****Remarks/Examples:**

Examples may include, but are not limited to, John Smith, William Penn, Roger Williams, Anne Hutchinson, John Winthrop, Jonathan Edwards, William Bradford, Nathaniel Bacon, John Peter Zenger, and Lord Calvert.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.2.In.d:</a>	Identify the impact of key colonial figures on the development of the colonies, such as John Smith, William Penn, and Roger Williams.
<a href="#">SS.8.A.2.Su.d:</a>	Recognize the impact of key colonial figures on the development of the colonies, such as John Smith and William Penn.
<a href="#">SS.8.A.2.Pa.d:</a>	Recognize leaders who guide other people.

Discuss the impact of colonial settlement on Native American populations.

**SS.8.A.2.5:****Remarks/Examples:**

Examples may include, but are not limited to, war, disease, loss of land, westward displacement of tribes causing increased conflict between tribes, and dependence on trade for Western goods, including guns.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.2.In.e:</a>	Identify the impact of colonial settlement on Native Americans.
<a href="#">SS.8.A.2.Su.e:</a>	Recognize the impact of colonial settlement on Native Americans.
<a href="#">SS.8.A.2.Pa.e:</a>	Recognize a change due to colonial settlement.

Examine the causes, course, and consequences of the French and Indian War.

**SS.8.A.2.6:****Remarks/Examples:**

Examples may include, but are not limited to, ongoing conflict between France and England, territorial disputes, trade competition, Ft. Duquesne, Ft. Quebec, Treaty of Paris, heavy British debt.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.2.In.f:</a>	Describe a cause and outcome of the French and Indian War, such as the desire to control the Ohio River Valley and that the French lost to the English.
<a href="#">SS.8.A.2.Su.f:</a>	Identify an outcome of the French and Indian War, such as that the French lost to the English.
<a href="#">SS.8.A.2.Pa.f:</a>	Recognize a change due to colonial settlement.

**SS.8.A.2.7:**

Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.2.In.g:</a>	Identify contributions of Africans, Native Americans, women, and children to colonial America.
<a href="#">SS.8.A.2.Su.g:</a>	Recognize contributions of Africans, Native Americans, women, and children to colonial America.
<a href="#">SS.8.A.2.Pa.g:</a>	Recognize a contribution of a key group to colonial society.

Explain the consequences of the French and Indian War in British policies for the American colonies from 1763 - 1774.

**SS.8.A.3.1:****Remarks/Examples:**

Examples may include, but are not limited to, Proclamation of 1763, Sugar Act, Quartering Act, Stamp Act, Declaratory Act, Townshend Acts, Tea Act, Quebec Act, and Coercive Acts.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.3.In.a:</a>	Identify the consequences of the French and Indian War on the British rule of the colonies, such as the Proclamation of 1763, the Stamp Act, and the Tea Act.
<a href="#">SS.8.A.3.Su.a:</a>	Recognize a consequence of the French and Indian War on British rule of the colonies, such as restricting freedom and creating more taxes.
<a href="#">SS.8.A.3.Pa.a:</a>	Recognize that the colonists were unhappy with British rule.

Explain American colonial reaction to British policy from 1763 - 1774.

[SS.8.A.3.2:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, written protests, boycotts, unrest leading to the Boston Massacre, Boston Tea Party, First Continental Congress, Stamp Act Congress, Committees of Correspondence.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.3.In.b:</a>	Identify American colonial reaction to British policy, such as protests to the acts, the Boston Massacre, the Boston Tea Party, and the First Continental Congress.
<a href="#">SS.8.A.3.Su.b:</a>	Recognize American colonial reaction to British policy, such as protests to the acts, the Boston Massacre, the Boston Tea Party, and the First Continental Congress.
<a href="#">SS.8.A.3.Pa.b:</a>	Recognize that the colonists were unhappy with British rule.

Recognize the contributions of the Founding Fathers (John Adams, Sam Adams, Benjamin Franklin, John Hancock, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, George Washington) during American Revolutionary efforts.

[SS.8.A.3.3:](#)

**Remarks/Examples:**

Examples may also include, but are not limited to, Thomas Paine, John Jay, Peter Salem.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.3.In.c:</a>	Recognize major contributions of the Founding Fathers, such as John Adams, Benjamin Franklin, Thomas Jefferson, and George Washington.
<a href="#">SS.8.A.3.Su.c:</a>	Recognize a contribution of one of the Founding Fathers, such as Benjamin Franklin, Thomas Jefferson, or George Washington.
<a href="#">SS.8.A.3.Pa.c:</a>	Recognize a Founding Father, such as George Washington.

Examine the contributions of influential groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war.

[SS.8.A.3.4:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, foreign alliances, freedmen, Native Americans, slaves, women, soldiers, Hessians.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.3.In.d:</a>	Identify contributions of key groups to the outcomes of the American Revolutionary War, including Native Americans, slaves, and women.
<a href="#">SS.8.A.3.Su.d:</a>	Recognize contributions of a key group to the American Revolutionary War, including Native Americans, slaves, or women.
<a href="#">SS.8.A.3.Pa.d:</a>	Recognize ways groups help during times of war.

Describe the influence of individuals on social and political developments during the Revolutionary era.

[SS.8.A.3.5:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, James Otis, Mercy Otis Warren, Abigail Adams, Benjamin Banneker, Lemuel Haynes, Phyllis Wheatley.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.3.In.e:</a>	Identify the influence of individuals on social and political developments, such as James Otis—"taxation without representation," Abigail Adams—women's rights, Mercy Otis Warren—abolition of slavery, or Benjamin Banneker—architecture.
<a href="#">SS.8.A.3.Su.e:</a>	Recognize an influence of an individual on social and political developments, such as James Otis—"taxation without representation," Abigail Adams—women's rights, Mercy Otis Warren—abolition of slavery, or Benjamin Banneker—architecture.
<a href="#">SS.8.A.3.Pa.e:</a>	Recognize that an individual can influence social developments.

Examine the causes, course, and consequences of the American Revolution.

[SS.8.A.3.6:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, Battles of Lexington and Concord, Common Sense, Second Continental Congress, Battle of Bunker Hill, Battle of Cowpens, Battle of Trenton, Olive Branch Petition, Declaration of Independence, winter at Valley Forge, Battles of Saratoga and Yorktown, Treaty of Paris.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.3.In.f:</a>	Identify major causes, events, and consequences of the American Revolution, such as "Common Sense," unfair taxes, the Declaration of Independence, winter at Valley Forge, and the Treaty of Paris.
<a href="#">SS.8.A.3.Su.f:</a>	Recognize major causes and consequences of the American Revolution, such as "Common Sense," unfair taxes, the Declaration of Independence, winter at Valley Forge, and the Treaty of Paris.
<a href="#">SS.8.A.3.Pa.f:</a>	Recognize that the colonists were unhappy with British rule.

[SS.8.A.3.7:](#)

Examine the structure, content, and consequences of the Declaration of Independence.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.3.In.g:</a>	Identify important content of the Declaration of Independence.
<a href="#">SS.8.A.3.Su.g:</a>	Recognize the key ideas included in the Declaration of Independence.

Examine individuals and groups that affected political and social motivations during the American Revolution.

**Remarks/Examples:**

Examples may include, but are not limited to, Ethan Allen and the Green Mountain Boys, the Committees of Correspondence, Sons of Liberty, Daughters of Liberty, the Black Regiment (in churches), Patrick Henry, Patriots, Loyalists, individual colonial militias, and undecideds.

**Related Access Points**

Name	Description
SS.8.A.3.In.h:	Identify the impact of individuals and groups on the American Revolution, such as Ethan Allen, the Sons of Liberty, Patrick Henry, Patriots, and individual militias.
SS.8.A.3.Su.h:	Recognize the impact of individuals and groups on the American Revolution, such as some led resistance toward the British while others provided support for the British.
SS.8.A.3.Pa.h:	Recognize ways groups help during times of war.

SS.8.A.3.9:

Evaluate the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention.

**Related Access Points**

Name	Description
SS.8.A.3.In.i:	Identify major characteristics of the Articles of Confederation, such as a weak central government and power for the states.
SS.8.A.3.Su.i:	Recognize that the Articles of Confederation set up a weak central government.
SS.8.A.3.Pa.i:	Recognize that people can work together to set up a government.

SS.8.A.3.10:

Examine the course and consequences of the Constitutional Convention (New Jersey Plan, Virginia Plan, Great Compromise, Three-Fifths Compromise, compromises regarding taxation and slave trade, Electoral College, state vs. federal power, empowering a president).

**Related Access Points**

Name	Description
SS.8.A.3.In.j:	Identify major consequences of the Constitutional Convention, such as developing different plans for the number of votes allotted for each state in Congress, the Great Compromise (the makeup of Congress), and the power of the president.
SS.8.A.3.Su.j:	Recognize major consequences of the Constitutional Convention, such as the makeup of Congress, how votes would be given to states, and the power of the president.
SS.8.A.3.Pa.j:	Recognize a way individuals or groups reach agreement.

SS.8.A.3.11:

Analyze support and opposition (Federalists, Federalist Papers, AntiFederalists, Bill of Rights) to ratification of the U.S. Constitution.

**Related Access Points**

Name	Description
SS.8.A.3.In.k:	Recognize reasons why people supported or opposed the Constitution, such as the inclusion of the Bill of Rights.
SS.8.A.3.Su.k:	Recognize that some people supported and others opposed the Constitution.
SS.8.A.3.Pa.k:	Recognize a way individuals or groups reach agreement.

Examine the influences of George Washington's presidency in the formation of the new nation.

**Remarks/Examples:**

Examples may include, but are not limited to, personal motivations, military experience, political influence, establishing Washington, D.C. as the nation's capital, rise of the party system, setting of precedents (e.g., the Cabinet), Farewell Address.

**Related Access Points**

Name	Description
SS.8.A.3.In.l:	Identify influences of George Washington's presidency, such as forming the Cabinet, keeping the country out of war, paying off the debt, and establishing a national bank and money system.
SS.8.A.3.Su.l:	Recognize an influence of George Washington's presidency, such as forming the Cabinet and establishing a national bank and money system.
SS.8.A.3.Pa.l:	Recognize that George Washington was the first president.

Explain major domestic and international economic, military, political, and socio-cultural events of John Adams's presidency.

**Remarks/Examples:**

Examples may include, but are not limited to, XYZ Affairs, Alien and Sedition Acts, Land Act of 1800, the quasi-war, the Midnight Judges.

**Related Access Points**

Name	Description
SS.8.A.3.In.m:	Identify major developments of the presidency of John Adams, such as extending the waiting period for citizenship (Alien Act) and prohibiting criticism of the government (Sedition Act).
SS.8.A.3.Su.m:	Recognize a major development of the presidency of John Adams, such as prohibiting criticism of the government (Sedition Act).
SS.8.A.3.Pa.m:	Recognize that new leaders bring changes to the country.

Explain major domestic and international economic, military, political, and socio-cultural events of Thomas Jefferson's presidency.

**Remarks/Examples:**

Examples may include, but are not limited to, Election of 1800, birth of political parties, Marbury v. Madison, judicial review, Jefferson's First

#### Related Access Points

Name	Description
<a href="#">SS.8.A.3.In.n:</a>	Identify major developments of the presidency of Thomas Jefferson, such as the Louisiana Purchase, the Lewis and Clark Expedition, and the embargo on goods traded with Great Britain and France.
<a href="#">SS.8.A.3.Su.n:</a>	Recognize a major development of the presidency of Thomas Jefferson, such as the Louisiana Purchase and the Lewis and Clark Expedition.
<a href="#">SS.8.A.3.Pa.n:</a>	Recognize that new leaders bring changes to the country.

[SS.8.A.3.15:](#)

Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).

#### Related Access Points

Name	Description
<a href="#">SS.8.A.3.In.o:</a>	Identify the quality of life of under-represented groups during the American Revolution and after, such as children, indentured servants, Native Americans, slaves, women, and the working class.
<a href="#">SS.8.A.3.Su.o:</a>	Recognize the quality of life of an under-represented group, such as children, indentured servants, Native Americans, slaves, women, or the working class.
<a href="#">SS.8.A.3.Pa.o:</a>	Recognize an aspect of the quality of life.

[SS.8.A.3.16:](#)

Examine key events in Florida history as each impacts this era of American history.

#### Remarks/Examples:

Examples may include, but are not limited to, Treaty of Paris, British rule, Second Spanish Period.

#### Related Access Points

Name	Description
<a href="#">SS.8.A.3.In.p:</a>	Identify the consequences of key events in Florida history as they relate to the American Revolution, such as Florida being a refuge for Loyalists, Indian resistance, and Spanish control of Florida.
<a href="#">SS.8.A.3.Su.p:</a>	Recognize a consequence of key events in Florida as they relate to the American Revolution, such as Florida being a refuge for Loyalists, Indian resistance, or Spanish control of Florida.
<a href="#">SS.8.A.3.Pa.p:</a>	Recognize a consequence of a key event in Florida during this era of American history.

[SS.8.A.4.1:](#)

Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-Onis Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American War/Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase).

#### Related Access Points

Name	Description
<a href="#">SS.8.A.4.In.a:</a>	Identify major events and consequences of America's westward expansion, such as the War of 1812, the acquisition of Florida, the Trail of Tears, and the California Gold Rush.
<a href="#">SS.8.A.4.Su.a:</a>	Recognize major events and consequences of America's westward expansion, such as the acquisition of Florida, the Trail of Tears, and the California Gold Rush.
<a href="#">SS.8.A.4.Pa.a:</a>	Recognize a consequence of America's westward expansion.

[SS.8.A.4.2:](#)

Describe the debate surrounding the spread of slavery into western territories and Florida.

#### Remarks/Examples:

Examples may include, but are not limited to, abolitionist movement, Ft. Mose, Missouri Compromise, Bleeding Kansas, Kansas-Nebraska Act, Compromise of 1850.

#### Related Access Points

Name	Description
<a href="#">SS.8.A.4.In.b:</a>	Identify reasons why people supported or opposed slavery in the western territories and Florida.
<a href="#">SS.8.A.4.Su.b:</a>	Recognize why people supported or opposed slavery in the western territories and Florida.
<a href="#">SS.8.A.4.Pa.b:</a>	Recognize that groups did not agree about slavery.

[SS.8.A.4.3:](#)

Examine the experiences and perspectives of significant individuals and groups during this era of American History.

#### Remarks/Examples:

Examples may include, but are not limited to, Lewis and Clark, Sacajawea, York, Pike, Native Americans, Buffalo Soldiers, Mexicanos, Chinese immigrants, Irish immigrants, children, slaves, women, Alexis de Tocqueville, political parties.

#### Related Access Points

Name	Description
<a href="#">SS.8.A.4.In.c:</a>	Identify the roles of individuals and groups during westward expansion, such as Lewis and Clark, Sacajawea, Native Americans, slaves, and Chinese immigrants.
<a href="#">SS.8.A.4.Su.c:</a>	Recognize the role of an individual or group during westward expansion, such as Lewis and Clark, Sacajawea, Native Americans, slaves, or Chinese immigrants.
<a href="#">SS.8.A.4.Pa.c:</a>	Recognize a consequence of America's westward expansion.

**SS.8.A.4.4:**

Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.

#### Related Access Points

Name	Description
<a href="#">SS.8.A.4.In.d:</a>	Identify the roles of individuals and groups during westward expansion, such as Lewis and Clark, Sacajawea, Native Americans, slaves, and Chinese immigrants.
<a href="#">SS.8.A.4.Su.d:</a>	Recognize the role of an individual or group during westward expansion, such as Lewis and Clark, Sacajawea, Native Americans, slaves, or Chinese immigrants.
<a href="#">SS.8.A.4.Pa.d:</a>	Recognize a consequence of America's westward expansion.

Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy.

**SS.8.A.4.5:**

#### Remarks/Examples:

Examples may include, but are not limited to, roads, canals, bridges, steamboats, railroads.

#### Related Access Points

Name	Description
<a href="#">SS.8.A.4.In.e:</a>	Identify how transportation changed America's economy in the 1800s.
<a href="#">SS.8.A.4.Su.e:</a>	Recognize how transportation changed America's economy in the 1800s.
<a href="#">SS.8.A.4.Pa.e:</a>	Recognize an effect of transportation.

Identify technological improvements (inventions/inventors) that contributed to industrial growth.

**SS.8.A.4.6:**

#### Remarks/Examples:

Examples may include, but are not limited to, Fitch/steamboat, Slater/textile mill machinery, Whitney/cotton gin, interchangeable parts, McCoy/industrial lubrication, Fulton/commercial steamboat, Lowell/mechanized cotton mill, Isaac Singer/sewing machine.

#### Related Access Points

Name	Description
<a href="#">SS.8.A.4.In.f:</a>	Recognize technological improvements in industry, such as Eli Whitney and the cotton gin, Robert Fulton and the steam engine, and Francis Cabot Lowell and the mechanized cotton mill.
<a href="#">SS.8.A.4.Su.f:</a>	Recognize a technological improvement in industry, such as Eli Whitney and the cotton gin.
<a href="#">SS.8.A.4.Pa.f:</a>	Recognize the benefit of an invention.

**SS.8.A.4.7:**

Explain the causes, course, and consequences (industrial growth, subsequent effect on children and women) of New England's textile industry.

#### Related Access Points

Name	Description
<a href="#">SS.8.A.4.In.g:</a>	Identify working conditions in textile mills in New England as they affected women and children.
<a href="#">SS.8.A.4.Su.g:</a>	Recognize working conditions in textile mills in New England in the 1800s.
<a href="#">SS.8.A.4.Pa.g:</a>	Recognize a characteristic of poor working conditions.

Describe the influence of individuals on social and political developments of this era in American History.

**SS.8.A.4.8:**

#### Remarks/Examples:

Examples may include, but are not limited to, Daniel Boone, Tecumseh, Black Hawk, John Marshall, James Madison, Dolly Madison, Andrew Jackson, John C. Calhoun, Henry Clay, Daniel Webster, James Polk, Susan B. Anthony, Elizabeth Cady Stanton, William Lloyd Garrison, Frederick Douglass, Horace Mann, Dorothea Dix, Lucretia Mott, Sojourner Truth, Harriet Tubman.

#### Related Access Points

Name	Description
<a href="#">SS.8.A.4.In.h:</a>	Identify the influence of individuals on social and political developments, such as Thomas Jefferson—westward expansion, Frederick Douglass—the abolitionist movement, Dorothea Dix—social reforms, and Susan B. Anthony—women's rights.
<a href="#">SS.8.A.4.Su.h:</a>	Recognize the influence of individuals on social and political developments, such as Thomas Jefferson—westward expansion, Frederick Douglass—the abolitionist movement, Dorothea Dix—social reforms, and Susan B. Anthony—women's rights.
<a href="#">SS.8.A.4.Pa.h:</a>	Recognize a social justice issue.

Analyze the causes, course and consequences of the Second Great Awakening on social reform movements.

**SS.8.A.4.9:**

#### Remarks/Examples:

Examples may include, but are not limited to, abolition, women's rights, temperance, education, prison and mental health reform, Charles Grandison Finney, the Beecher family.

#### Related Access Points

Name	Description
<a href="#">SS.8.A.4.In.i:</a>	Identify the influence of individuals on social and political developments, such as Thomas Jefferson—westward expansion, Frederick Douglass—the abolitionist movement, Dorothea Dix—social reforms, and Susan B. Anthony—women's rights.
<a href="#">SS.8.A.4.Su.i:</a>	Recognize the influence of individuals on social and political developments, such as Thomas Jefferson—westward expansion, Frederick Douglass—the abolitionist movement, Dorothea Dix—social reforms, and Susan B. Anthony—women's rights.
<a href="#">SS.8.A.4.Pa.i:</a>	Recognize a social justice issue.

Analyze the impact of technological advancements on the agricultural economy and slave labor.

[SS.8.A.4.10:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, cotton gin, steel plow, rapid growth of slave trade.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.4.In.j:</a>	Recognize technological improvements in industry, such as Eli Whitney and the cotton gin, Robert Fulton and the steam engine, and Francis Cabot Lowell and the mechanized cotton mill.
<a href="#">SS.8.A.4.Su.j:</a>	Recognize a technological improvement in industry, such as Eli Whitney and the cotton gin.
<a href="#">SS.8.A.4.Pa.j:</a>	Recognize the benefit of an invention.

[SS.8.A.4.11:](#)

Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.4.In.k:</a>	Identify characteristics of slave life on plantations, including resistance efforts.
<a href="#">SS.8.A.4.Su.k:</a>	Recognize characteristics of slave life on plantations.
<a href="#">SS.8.A.4.Pa.k:</a>	Recognize a characteristic of slave life on a plantation.

[SS.8.A.4.12:](#)

Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.4.In.l:</a>	Identify an effect of the Haitian Revolution, such as forcing the French to give up the Louisiana Territory to the United States.
<a href="#">SS.8.A.4.Su.l:</a>	Recognize an effect of the Haitian Revolution, such as forcing the French to give up the Louisiana Territory to the United States.
<a href="#">SS.8.A.4.Pa.l:</a>	Recognize an unintended effect of a revolution.

[SS.8.A.4.13:](#)

Explain the consequences of landmark Supreme Court decisions (McCulloch v. Maryland [1819], Gibbons v. Odgen [1824], Cherokee Nation v. Georgia [1831], and Worcester v. Georgia [1832]) significant to this era of American history.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.4.In.m:</a>	Identify a consequence of landmark Supreme Court cases during the westward expansion, such as that Native American tribes came under federal jurisdiction and were subsequently forced from their land.
<a href="#">SS.8.A.4.Su.m:</a>	Recognize a consequence of landmark Supreme Court cases during the westward expansion, such as the forced removal of Native Americans from their lands.
<a href="#">SS.8.A.4.Pa.m:</a>	Recognize a social justice issue.

[SS.8.A.4.14:](#)

Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).

**Related Access Points**

Name	Description
<a href="#">SS.8.A.4.In.n:</a>	Identify the major causes, events, and consequences of the women's suffrage movement.
<a href="#">SS.8.A.4.Su.n:</a>	Recognize the major cause and consequences of the women's suffrage movement.
<a href="#">SS.8.A.4.Pa.n:</a>	Recognize that women can vote.

[SS.8.A.4.15:](#)

Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.4.In.o:</a>	Identify literature that supported social reform in the era of westward expansion.
<a href="#">SS.8.A.4.Su.o:</a>	Recognize stories and poems written to support social reform in the era of westward expansion.
<a href="#">SS.8.A.4.Pa.o:</a>	Recognize that stories tell about the era of westward expansion.

Identify key ideas and influences of Jacksonian democracy.

[SS.8.A.4.16:](#)

**Remarks/Examples:**

Examples may include, but are not limited to, political participation, political parties, constitutional government, spoils system, National Bank veto, Maysville Road veto, tariff battles, Indian Removal Act, nullification crisis.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.4.In.p:</a>	Recognize influences of Jacksonian democracy, such as an expansion of voting rights, the spoils system, a strong federal government, and the Indian Removal Act.
<a href="#">SS.8.A.4.Su.p:</a>	Recognize a key idea of Jacksonian democracy, such as an expansion of voting rights, the spoils system, a strong federal government, or the Indian Removal Act.
<a href="#">SS.8.A.4.Pa.p:</a>	Recognize that new leaders bring change to the government.

Examine key events and peoples in Florida history as each impacts this era of American history.

**SS.8.A.4.17:****Remarks/Examples:**

Examples may include, but are not limited to, Andrew Jackson's military expeditions to end Indian uprisings, developing relationships between the Seminole and runaway slaves, Adams-Onis Treaty, Florida becoming a United States territory, combining former East and West Floridas, establishing first state capital, Florida's constitution, Florida's admittance to the Union as 27th state.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.4.In.q:</a>	Identify impacts that Florida had on the era of the westward expansion, such as relations with Seminoles and runaway slaves, and the establishment of Florida as a territory and admittance as a state.
<a href="#">SS.8.A.4.Su.q:</a>	Recognize an impact that Florida had on the era of the westward expansion, such as relations with Seminoles and runaway slaves, or the establishment of Florida as a territory and admittance as a state.
<a href="#">SS.8.A.4.Pa.q:</a>	Recognize that Florida became a state.

Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period.

**SS.8.A.4.18:****Remarks/Examples:**

Examples may include, but are not limited to, Osceola, white settlers, U.S. troops, Black Seminoles, southern plantation and slave owners, Seminole Wars, Treaty of Moultrie Creek, Seminole relocation, Chief Billy Bowlegs, Florida Crackers.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.4.In.r:</a>	Identify impacts that Florida had on the era of the westward expansion, such as relations with Seminoles and runaway slaves, and the establishment of Florida as a territory and admittance as a state.
<a href="#">SS.8.A.4.Su.r:</a>	Recognize an impact that Florida had on the era of the westward expansion, such as relations with Seminoles and runaway slaves, or the establishment of Florida as a territory and admittance as a state.
<a href="#">SS.8.A.4.Pa.r:</a>	Recognize a contribution of a key group to Florida's culture.

**SS.8.A.5.1:**

Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).

**Related Access Points**

Name	Description
<a href="#">SS.8.A.5.In.a:</a>	Identify the major causes, events, and consequence of the Civil War, such as states' rights, sectional differences, war between the northern and southern states, and slaves being freed.
<a href="#">SS.8.A.5.Su.a:</a>	Recognize a major cause and consequence of the Civil War, such as states' rights, sectional differences, and slaves being freed.
<a href="#">SS.8.A.5.Pa.a:</a>	Recognize that groups of people disagreed about slavery.

Analyze the role of slavery in the development of sectional conflict.

**SS.8.A.5.2:****Remarks/Examples:**

Examples may include, but are not limited to, Abolition Movement, Nat Turner's Rebellion, Black Codes, Missouri Compromise, Compromise of 1850, Uncle Tom's Cabin, Kansas-Nebraska Act, Dred Scott v. Sandford, Lincoln-Douglas Debates, raid on Harper's Ferry, Underground Railroad, Presidential Election of 1860, Southern secession.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.5.In.b:</a>	Identify factors related to slavery that led to the Civil War, such as the Abolition Movement, Nat Turner's Rebellion, the Underground Railroad, and Southern secession.
<a href="#">SS.8.A.5.Su.b:</a>	Recognize a factor related to slavery that led to the Civil War, such as the support for freeing slaves or the secession of the Southern states from the Union.
<a href="#">SS.8.A.5.Pa.b:</a>	Recognize that groups of people disagreed about slavery.

Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency.

**SS.8.A.5.3:****Remarks/Examples:**

Examples may include, but are not limited to, sectionalism, states' rights, slavery, Civil War, attempts at foreign alliances, Emancipation Proclamation, Gettysburg Address, suspension of habeas corpus, First and Second Inaugural Addresses.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.5.In.c:</a>	Identify major developments during Abraham Lincoln's presidency, such as the defeat of Confederate States in the Civil War, the Emancipation Proclamation, and the Gettysburg Address.
<a href="#">SS.8.A.5.Su.c:</a>	Recognize a major development during the presidency of Abraham Lincoln, such as the defeat of the Confederate States in the Civil War or the Emancipation Proclamation.
<a href="#">SS.8.A.5.Pa.c:</a>	Recognize that President Abraham Lincoln ended slavery.

**SS.8.A.5.4:**

Identify the division (Confederate and Union States, Border states, western territories) of the United States at the outbreak of the Civil War.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.5.In.d:</a>	Identify the Union and Confederate States at the outbreak of the Civil War.
<a href="#">SS.8.A.5.Su.d:</a>	Recognize the Union and Confederate States at the outbreak of the Civil War.

Compare Union and Confederate strengths and weaknesses.

**Remarks/Examples:**

Examples may include, but are not limited to, technology, resources, alliances, geography, military leaders-Lincoln, Davis, Grant, Lee, Jackson, Sherman.

**Related Access Points**

Name	Description
SS.8.A.5.In.e:	Identify a strength and weakness of the Union and Confederacy, such as technology, resources, and military leaders.
SS.8.A.5.Su.e:	Recognize a strength and weakness of the Union and Confederacy, such as technology, resources, and military leaders.
SS.8.A.5.Pa.e:	Recognize a strength of groups in a war.

Compare significant Civil War battles and events and their effects on civilian populations.

**Remarks/Examples:**

Examples may include, but are not limited to, Fort Sumter, Bull Run, Monitor v. Merrimack, Antietam, Vicksburg, Gettysburg, Emancipation Proclamation, Sherman's March, Lee's surrender at Appomattox.

**Related Access Points**

Name	Description
SS.8.A.5.In.f:	Identify outcomes of significant Civil War battles, such as Fort Sumter, the Monitor v. Merrimack, Gettysburg, and the surrender of General Lee at Appomattox.
SS.8.A.5.Su.f:	Recognize the outcome of a significant Civil War battle, such as Fort Sumter, Gettysburg, or the surrender of General Lee at Appomattox.
SS.8.A.5.Pa.f:	Recognize a strength of groups in a war.

Examine key events and peoples in Florida history as each impacts this era of American history.

**Remarks/Examples:**

Examples may include, but are not limited to, slavery, influential planters, Florida's secession and Confederate membership, women, children, pioneer environment, Union occupation, Battle of Olustee and role of 54th Massachusetts regiment, Battle at Natural Bridge.

**Related Access Points**

Name	Description
SS.8.A.5.In.g:	Identify key events in Florida that impacted the nation during the time of the Civil War, such as membership in the Confederate states, Union occupation of coastal towns, battles in Florida, and the quality of life in the pioneer environment.
SS.8.A.5.Su.g:	Recognize key events in Florida that impacted the nation during the time of the Civil War, such as membership in the Confederate states, Union occupation of coastal towns, battles in Florida, and the quality of life in the pioneer environment.
SS.8.A.5.Pa.g:	Recognize an aspect of the quality of life during the time of the Civil War.

Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).

**Related Access Points**

Name	Description
SS.8.A.5.In.h:	Identify changes that occurred during the period of Reconstruction, such as the reuniting of the governments and the treatment of freed slaves.
SS.8.A.5.Su.h:	Recognize changes that occurred during the period of Reconstruction, such as reuniting of the governments and the treatment of freed slaves.
SS.8.A.5.Pa.h:	Recognize an aspect of the quality of life during Reconstruction.

SS.8.C.1.1: Identify the constitutional provisions for establishing citizenship.

**Related Access Points**

Name	Description
SS.8.C.1.In.a:	Identify ways the Constitution provides for citizenship, such as being born and being naturalized in the United States.
SS.8.C.1.Su.a:	Recognize a way the Constitution provides for citizenship, such as being born or naturalized in the United States.
SS.8.C.1.Pa.a:	Recognize that people who are born in the United States are citizens.

SS.8.C.1.2: Compare views of self-government and the rights and responsibilities of citizens held by Patriots, Loyalists, and other colonists.

**Related Access Points**

Name	Description
SS.8.C.1.In.b:	Identify different views held by colonists on self-government and rights and responsibilities of citizens.
SS.8.C.1.Su.b:	Recognize different views that colonists held about the rights and responsibilities of citizens.
SS.8.C.1.Pa.b:	Recognize a responsibility of citizens, such as keeping informed.

SS.8.C.1.3: Recognize the role of civic virtue in the lives of citizens and leaders from the colonial period through Reconstruction.

### Related Access Points

Name	Description
<a href="#">SS.8.C.1.In.c:</a>	Identify activities that reflect civic virtue in the lives of citizens from the Colonial period through Reconstruction, such as voting, volunteering, and giving to the poor.
<a href="#">SS.8.C.1.Su.c:</a>	Recognize activities that reflect civic virtues in the lives of citizens from the Colonial period through Reconstruction, such as voting and serving in local government.
<a href="#">SS.8.C.1.Pa.c:</a>	Recognize an activity of citizens that reflects civic virtue, such as voting.

[SS.8.C.1.4:](#)

Identify the evolving forms of civic and political participation from the colonial period through Reconstruction.

### Related Access Points

Name	Description
<a href="#">SS.8.C.1.In.d:</a>	Identify forms of civic and political participation from the Colonial period through Reconstruction, such as complying with laws and rules, voting, and serving in the government.
<a href="#">SS.8.C.1.Su.d:</a>	Recognize forms of civic and political participation from the Colonial period through Reconstruction, such as complying with laws and rules and voting.
<a href="#">SS.8.C.1.Pa.d:</a>	Recognize an activity of citizens that reflects civic virtue, such as voting.

[SS.8.C.1.5:](#)

Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.

### Related Access Points

Name	Description
<a href="#">SS.8.C.1.In.e:</a>	Identify ways citizens benefit from rights provided by the Constitution and Bill of Rights.
<a href="#">SS.8.C.1.Su.e:</a>	Recognize a way citizens benefit from the rights provided by the Constitution and Bill of Rights.
<a href="#">SS.8.C.1.Pa.e:</a>	Recognize that the law guarantees individual rights.

[SS.8.C.1.6:](#)

Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.

### Related Access Points

Name	Description
<a href="#">SS.8.C.1.In.f:</a>	Identify ways amendments to the Constitution have expanded voting rights, such as at first allowing only landowners to vote, then white males, former slaves, and females.
<a href="#">SS.8.C.1.Su.f:</a>	Recognize how amendments to the Constitution expanded voting rights to white males, former slaves, and females.
<a href="#">SS.8.C.1.Pa.f:</a>	Recognize that men and women can vote in the United States.

[SS.8.C.2.1:](#)

Evaluate and compare the essential ideals and principles of American constitutional government expressed in primary sources from the colonial period to Reconstruction.

### Related Access Points

Name	Description
<a href="#">SS.8.C.2.In.a:</a>	Identify principles of the American government, such as representative democracy (republicanism), separation of powers, and freedom expressed in important documents in American history.
<a href="#">SS.8.C.2.Su.a:</a>	Recognize a principle of the American government, such as representative democracy (republicanism) or separation of powers expressed in important documents in American history.
<a href="#">SS.8.C.2.Pa.a:</a>	Recognize that the government in the United States is based on freedom.

Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.

#### Remarks/Examples:

Examples are Triangular Trade, colonial development - New England, Middle, and Southern colonies - Revolutionary War, Manifest Destiny, compromises over slavery issues, the Civil War, Reconstruction.

### Related Access Points

Name	Description
<a href="#">SS.8.E.1.In.a:</a>	Identify how economic factors affected the development of America over time, such as supply and demand, scarcity, profits, and incentives.
<a href="#">SS.8.E.1.Su.a:</a>	Recognize that economic factors affected the development of America over time, such as supply and demand, scarcity, and incentives.
<a href="#">SS.8.E.1.Pa.a:</a>	Recognize that people work for incentives.

[SS.8.E.2.1:](#)

Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.

### Related Access Points

Name	Description
<a href="#">SS.8.E.2.In.a:</a>	Identify contributions of entrepreneurs, inventors, or other key individuals from diverse backgrounds in the development of the United States economy.
<a href="#">SS.8.E.2.Su.a:</a>	Recognize contributions of entrepreneurs, inventors, or other key individuals from diverse backgrounds in the development of the United States economy.
<a href="#">SS.8.E.2.Pa.a:</a>	Recognize a contribution of a person to the economy.

Explain the economic impact of government policies.

**SS.8.E.2.2:**

**Remarks/Examples:**

Examples are mercantilism, colonial establishment, Articles of Confederation, Constitution, compromises over slavery.

**Related Access Points**

Name	Description
<a href="#">SS.8.E.2.In.b:</a>	Identify an economic impact of government actions in United States history, such as the Constitutional power to collect taxes and compromises over slavery.
<a href="#">SS.8.E.2.Su.b:</a>	Recognize the economic impact of a government action in United States history, such as the power to collect taxes and compromises over slavery.
<a href="#">SS.8.E.2.Pa.b:</a>	Recognize that the government collects taxes.

**SS.8.E.2.3:**

Assess the role of Africans and other minority groups in the economic development of the United States.

**Related Access Points**

Name	Description
<a href="#">SS.8.E.2.In.c:</a>	Identify the influence and contributions of Africans and other minorities in the economic development of the United States.
<a href="#">SS.8.E.2.Su.c:</a>	Recognize contributions of Africans or other minorities in the economic development of the United States.
<a href="#">SS.8.E.2.Pa.c:</a>	Recognize a contribution of a person to the economy.

Evaluate domestic and international interdependence.

**SS.8.E.3.1:**

**Remarks/Examples:**

Examples are triangular trade routes and regional exchange of resources.

**Related Access Points**

Name	Description
<a href="#">SS.8.E.3.In.a:</a>	Identify examples of domestic and international interdependence, such as regional exchange of resources.
<a href="#">SS.8.E.3.Su.a:</a>	Recognize ways that countries are interdependent, such as exchange of resources.
<a href="#">SS.8.E.3.Pa.a:</a>	Recognize that groups depend on each other.

**SS.8.G.1.1:**

Use maps to explain physical and cultural attributes of major regions throughout American history.

**Related Access Points**

Name	Description
<a href="#">SS.8.G.1.In.a:</a>	Use maps to identify physical and cultural attributes of major regions of the United States throughout American history.
<a href="#">SS.8.G.1.Su.a:</a>	Use maps to recognize physical or cultural attributes of major regions of the United States.
<a href="#">SS.8.G.1.Pa.a:</a>	Use a map to recognize a physical or cultural attribute of the United States.

**SS.8.G.1.2:**

Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.

**Related Access Points**

Name	Description
<a href="#">SS.8.G.1.In.b:</a>	Use appropriate geographic terms and tools to identify places and regions in American history.
<a href="#">SS.8.G.1.Su.b:</a>	Use appropriate geographic tools to recognize places and regions of the United States.
<a href="#">SS.8.G.1.Pa.b:</a>	Use a map to recognize a physical or cultural attribute of the United States.

Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.

**SS.8.G.2.1:**

**Remarks/Examples:**

Examples of physical elements are climate, terrain, resources.

Examples of human elements are religion, government, economy, language, demography.

**Related Access Points**

Name	Description
<a href="#">SS.8.G.2.In.a:</a>	Identify physical elements, such as climate and terrain, and human elements—religion and economy—that explain settlement patterns in regions of the United States over time.
<a href="#">SS.8.G.2.Su.a:</a>	Recognize physical elements, such as climate and terrain, and human elements—religion and economy—that affected where people settled in the United States.
<a href="#">SS.8.G.2.Pa.a:</a>	Recognize the effect of a physical element of a place, such as climate or terrain, on people.

**SS.8.G.2.2:**

Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications.

**Remarks/Examples:**

Examples are cataclysmic natural disasters, shipwrecks.

**Related Access Points**

Name	Description
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<u>SS.8.G.2.In.b:</u>	Use geographic terms and tools to describe areas of the United States that have experienced critical economic or physical changes, such as flooding, earthquakes, or oil spills from ships.
<u>SS.8.G.2.Su.b:</u>	Use geographic tools to identify areas in the United States that have experienced a critical economic or physical change, such as flooding, earthquakes, or oil spills from ships.
<u>SS.8.G.2.Pa.b:</u>	Recognize a change in a place due to a natural disaster or other event in the United States.

#### SS.8.G.2.3:

Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.

##### Related Access Points

Name	Description
<u>SS.8.G.2.In.c:</u>	Use geographic terms and tools to examine how selected regions in the United States have changed over time.
<u>SS.8.G.2.Su.c:</u>	Use geographic tools to identify a way that a region in the United States has changed over time.
<u>SS.8.G.2.Pa.c:</u>	Recognize a change in a place due to a natural disaster or other event in the United States.

#### SS.8.G.3.1:

Locate and describe in geographic terms the major ecosystems of the United States.

##### Related Access Points

Name	Description
<u>SS.8.G.3.In.a:</u>	Locate and identify characteristics of major ecosystems of the United States.
<u>SS.8.G.3.Su.a:</u>	Locate and recognize characteristics of selected major ecosystems of the United States.
<u>SS.8.G.3.Pa.a:</u>	Recognize a characteristic of a major ecosystem.

#### SS.8.G.3.2:

Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in the United States and Florida over time.

##### Related Access Points

Name	Description
<u>SS.8.G.3.In.b:</u>	Use geographic terms and tools to identify different opinions on the use of renewable and non-renewable resources in the United States and Florida.
<u>SS.8.G.3.Su.b:</u>	Use geographic tools to recognize ways that people have used renewable and non-renewable resources in the United States and Florida.
<u>SS.8.G.3.Pa.b:</u>	Recognize a resource as recyclable.

#### SS.8.G.4.1:

Interpret population growth and other demographic data for any given place in the United States throughout its history.

##### Related Access Points

Name	Description
<u>SS.8.G.4.In.a:</u>	Identify changes in population for selected places in the United States over time.
<u>SS.8.G.4.Su.a:</u>	Recognize changes in population for selected places in the United States over time.
<u>SS.8.G.4.Pa.a:</u>	Recognize that change is a characteristic of population.

#### SS.8.G.4.2:

Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.

##### Related Access Points

Name	Description
<u>SS.8.G.4.In.b:</u>	Use geographic terms and tools to examine effects of migration to and within the United States, such as westward expansion and crossing the Mexican border.
<u>SS.8.G.4.Su.b:</u>	Use geographic tools to recognize effects of migration within the United States, such as westward expansion.
<u>SS.8.G.4.Pa.b:</u>	Recognize that change is a characteristic of population.

#### SS.8.G.4.3:

Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.

##### Related Access Points

Name	Description
<u>SS.8.G.4.In.c:</u>	Use geographic terms and tools to identify characteristics of different cultures that spread to different regions of the United States over time.
<u>SS.8.G.4.Su.c:</u>	Use geographic tools to recognize characteristics of different cultures that spread to different regions of the United States over time.
<u>SS.8.G.4.Pa.c:</u>	Use a geographic tool to recognize characteristics of trade, culture, or migration.

#### SS.8.G.4.4:

Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time.

##### Related Access Points

Name	Description
<u>SS.8.G.4.In.d:</u>	Use geographic tools or case studies to identify the role that selected regions play in influencing trade, migration, and cultural interaction in the United States over time.
<u>SS.8.G.4.Su.d:</u>	Use geographic tools to recognize the role that selected regions play in influencing trade, migration, and cultural interaction in the United States over time.
<u>SS.8.G.4.Pa.d:</u>	Use a geographic tool to recognize characteristics of trade, culture, or migration.

**SS.8.G.4.5:** Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers in the United States over time.

#### Related Access Points

Name	Description
<a href="#">SS.8.G.4.In.e:</a>	Use geographic terms and tools to identify changes in cities and urban centers in the United States over time.
<a href="#">SS.8.G.4.Su.e:</a>	Use geographic tools to recognize changes in cities and urban centers in the United States over time.
<a href="#">SS.8.G.4.Pa.e:</a>	Recognize characteristics of a city.

**SS.8.G.4.6:**

Use political maps to describe changes in boundaries and governance throughout American history.

#### Related Access Points

Name	Description
<a href="#">SS.8.G.4.In.f:</a>	Use political maps to identify changes in boundaries of the United States throughout American history.
<a href="#">SS.8.G.4.Su.f:</a>	Use political maps to recognize changes in boundaries of the United States throughout American history.
<a href="#">SS.8.G.4.Pa.f:</a>	Use a map to recognize a boundary.

**SS.8.G.5.1:**

Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.

#### Related Access Points

Name	Description
<a href="#">SS.8.G.5.In.a:</a>	Identify ways humans depend on the physical environment and natural resources to satisfy basic needs in their local environments in the United States.
<a href="#">SS.8.G.5.Su.a:</a>	Recognize ways that humans depend on the physical environment and natural resources to satisfy basic needs in their local environments in the United States.
<a href="#">SS.8.G.5.Pa.a:</a>	Recognize that people use natural resources to satisfy basic needs.

Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.

**SS.8.G.5.2:**

#### Remarks/Examples:

Examples are deforestation, urbanization, agriculture.

#### Related Access Points

Name	Description
<a href="#">SS.8.G.5.In.b:</a>	Identify impacts of selected human modifications, such as deforestation and agriculture, on the environment in the United States throughout history.
<a href="#">SS.8.G.5.Su.b:</a>	Recognize impacts of a selected human modification, such as deforestation, on the environment in the United States.
<a href="#">SS.8.G.5.Pa.b:</a>	Recognize the impact of a human modification on the environment.

**SS.8.G.6.1:**

Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.

#### Related Access Points

Name	Description
<a href="#">SS.8.G.6.In.a:</a>	Use maps and other graphic representations to describe geographic problems and changes in the United States over time.
<a href="#">SS.8.G.6.Su.a:</a>	Use a map or other graphic representation to identify a geographic problem or change in the United States.
<a href="#">SS.8.G.6.Pa.a:</a>	Use a map or other graphic representation to recognize a geographic change.

Illustrate places and events in U.S. history through the use of narratives and graphic representations.

**SS.8.G.6.2:**

#### Remarks/Examples:

Examples are maps, graphs, tables.

#### Related Access Points

Name	Description
<a href="#">SS.8.G.6.In.b:</a>	Illustrate a place or event in United States history using a narrative and graphic representation, such as a map, graph, or table.
<a href="#">SS.8.G.6.Su.b:</a>	Illustrate a place or event in United States history using a graphic representation, such as a map, graph, or table.
<a href="#">SS.8.G.6.Pa.b:</a>	Create a simple representation about a place or event in the United States.

**LAFS.68.RH.1.1:**

Cite specific textual evidence to support analysis of primary and secondary sources.

**LAFS.68.RH.1.2:**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

**LAFS.68.RH.1.3:**

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

**LAFS.68.RH.2.4:**

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

**LAFS.68.RH.2.5:**

Describe how a text presents information (e.g., sequentially, comparatively, causally).

**LAFS.68.RH.2.6:**

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

**LAFS.68.RH.3.7:**

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**LAFS.68.RH.3.8:**

Distinguish among fact, opinion, and reasoned judgment in a text.

**LAFS.68.RH.3.9:**

Analyze the relationship between a primary and secondary source on the same topic.

Write arguments focused on discipline-specific content.

- a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

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

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

**LAFS.68.WHST.2.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**LAFS.68.WHST.2.5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**LAFS.68.WHST.2.6:** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

**LAFS.68.WHST.3.7:** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

**LAFS.68.WHST.3.8:** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**LAFS.68.WHST.3.9:** Draw evidence from informational texts to support analysis reflection, and research.

**LAFS.68.WHST.4.10:** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

### Related Access Points

Name	Description
<a href="#">LAFS.8.SL.1.AP.1a:</a>	Use information and feedback to refine understanding.
<a href="#">LAFS.8.SL.1.AP.1b:</a>	Use information and feedback to clarify meaning for readers.
<a href="#">LAFS.8.SL.1.AP.1c:</a>	Discuss how own view or opinion changes using new information provided by others.

**LAFS.8.SL.1.2:** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

### Related Access Points

Name	Description
<a href="#">LAFS.8.SL.1.AP.2a:</a>	Analyze the purpose of information presented in diverse media (e.g., visually, personal communication, periodicals, social media).
<a href="#">LAFS.8.SL.1.AP.2b:</a>	Identify the motives behind information presented in diverse media and formats (e.g., visually, personal communication, periodicals, social media).
<a href="#">LAFS.8.SL.1.AP.2c:</a>	Evaluate the motives and purpose behind information presented in diverse media and formats for persuasive reasons.

**LAFS.8.SL.1.3:** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

### Related Access Points

Name	Description
<a href="#">LAFS.8.SL.1.AP.3a:</a>	Evaluate the soundness of reasoning and the relevance and sufficiency of evidence provided in an argument.
<a href="#">LAFS.8.SL.1.AP.3b:</a>	Identify when irrelevant evidence is introduced within an argument.
<a href="#">LAFS.8.SL.1.AP.3c:</a>	Evaluate the soundness or accuracy (e.g., Does the author have multiple sources to validate information?) of reasons presented to support a claim.

**LAFS.8.SL.2.4:** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

### Related Access Points

Name	Description
<a href="#">LAFS.8.SL.2.AP.4a:</a>	Present claims and findings, emphasizing salient points in a coherent manner with relevant evidence.
<a href="#">LAFS.8.SL.2.AP.4b:</a>	Report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details that support the main ideas.

**Make sense of problems and persevere in solving them.**

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

**Construct viable arguments and critique the reasoning of others.**

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Use appropriate tools strategically.**

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

**Attend to precision.**

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.

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

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

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

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

[HE.8.C.2.4:](#)

Critique school and public health policies that influence health promotion and disease prevention.

**Remarks/Examples:**

Speed-limit laws, immunization requirements, universal precautions, zero tolerance, report bullying, and cell phone/texting laws.

**Related Access Points**

Name	Description
<a href="#">HE.8.C.2.In.d:</a>	Describe a school or public health policy that influences health promotion and disease prevention, such as speed-limit laws, immunization requirements, or universal precautions.
<a href="#">HE.8.C.2.Su.d:</a>	Recognize school and public-health policies that can influence health promotion and disease prevention, such as having immunization requirements and universal precautions.
<a href="#">HE.8.C.2.Pa.d:</a>	Recognize a school and a public-health policy that influences health promotion and disease prevention, such as having immunization requirements or universal precautions.

**Related Certifications**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

There are more than 408 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15496>

# Access M/J United States History and Career Planning (#7821026)

{ M/J United States History & Career Planning - 2100015 }

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

<b>Course Number:</b> 7821026  <b>Course Status:</b> Course Approved <b>Grade Level(s):</b> 6,7,8	<b>Course Path: Section:</b> Exceptional Student Education > <b>Grade Group:</b> Middle/Junior High > <b>Subject:</b> Academics - Subject Areas > <b>Abbreviated Title:</b> ACCESS M/J USHI & CP <b>Course Length:</b> Year (Y) <b>Course Attributes:</b> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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## VERSION DESCRIPTION

**Access Courses:** Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

## GENERAL NOTES

### English Language Development ELD Standards Special Notes Section:

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

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

## Course Standards

Name	Description								
<a href="#">SS.8.A.1.1:</a>	Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.								
<b>Remarks/Examples:</b> Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: <a href="http://www fldoe org/bii/Library_Media/pdf/12TotalFINDS.pdf">http://www fldoe org/bii/Library_Media/pdf/12TotalFINDS.pdf</a> .									
	<b>Related Access Points</b>								
	<table border="1"> <thead> <tr> <th>Name</th><th>Description</th></tr> </thead> <tbody> <tr> <td><a href="#">SS.8.A.1.In.a:</a></td><td>Provide supporting details for an answer from a reference, ask questions to gather information for oral history, and check the accuracy of a source.</td></tr> <tr> <td><a href="#">SS.8.A.1.Su.a:</a></td><td>Select a supporting detail for an answer from a reference and ask questions to gather information.</td></tr> <tr> <td><a href="#">SS.8.A.1.Pa.a:</a></td><td>Ask simple questions to gather information.</td></tr> </tbody> </table>	Name	Description	<a href="#">SS.8.A.1.In.a:</a>	Provide supporting details for an answer from a reference, ask questions to gather information for oral history, and check the accuracy of a source.	<a href="#">SS.8.A.1.Su.a:</a>	Select a supporting detail for an answer from a reference and ask questions to gather information.	<a href="#">SS.8.A.1.Pa.a:</a>	Ask simple questions to gather information.
Name	Description								
<a href="#">SS.8.A.1.In.a:</a>	Provide supporting details for an answer from a reference, ask questions to gather information for oral history, and check the accuracy of a source.								
<a href="#">SS.8.A.1.Su.a:</a>	Select a supporting detail for an answer from a reference and ask questions to gather information.								
<a href="#">SS.8.A.1.Pa.a:</a>	Ask simple questions to gather information.								
<a href="#">SS.8.A.1.2:</a>	Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.								
<b>Related Access Points</b>									
	<table border="1"> <thead> <tr> <th>Name</th><th>Description</th></tr> </thead> </table>	Name	Description						
Name	Description								

<u>SS.8.A.1.In.b:</u>	Interpret graphs, maps, photographs, and timelines.
<u>SS.8.A.1.Su.b:</u>	Interpret simple graphs, maps, photographs, and pictorial timelines.
<u>SS.8.A.1.Pa.b:</u>	Gather information from simple maps, photographs, and pictorial timelines.

Analyze current events relevant to American History topics through a variety of electronic and print media resources.

#### SS.8.A.1.3:

##### Remarks/Examples:

Examples may include, but are not limited to, articles, editorials, journals, periodicals, reports, websites, videos, and podcasts.

##### Related Access Points

Name	Description
<u>SS.8.A.1.In.c:</u>	Identify current events relevant to American History topics using media resources and print.
<u>SS.8.A.1.Su.c:</u>	Recognize current events relevant to American History topics using media resources and print.
<u>SS.8.A.1.Pa.c:</u>	Recognize a current event in a media resource or book.

#### SS.8.A.1.4:

Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.

##### Related Access Points

Name	Description
<u>SS.8.A.1.In.d:</u>	Identify the difference between fact and opinion and use appropriate resources and support materials to gather information.
<u>SS.8.A.1.Su.d:</u>	Recognize fact and opinion and use appropriate resources and support materials to gather information.
<u>SS.8.A.1.Pa.d:</u>	Use appropriate resources to obtain factual information.

Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.

#### SS.8.A.1.5:

##### Remarks/Examples:

Examples of primary and secondary sources may be found on various websites such as the site for [The Kinsey Collection](#).

##### Related Access Points

Name	Description
<u>SS.8.A.1.In.e:</u>	Identify the author and purpose of significant historical documents and distinguish between a primary and secondary historical source.
<u>SS.8.A.1.Su.e:</u>	Recognize the author and purpose of significant historical documents.
<u>SS.8.A.1.Pa.e:</u>	Use appropriate resources to obtain factual information.

Compare interpretations of key events and issues throughout American History.

#### SS.8.A.1.6:

##### Remarks/Examples:

Examples may include, but are not limited to, historiography.

##### Related Access Points

Name	Description
<u>SS.8.A.1.In.f:</u>	Identify similarities and differences in points of view of historical interpretations of key events.
<u>SS.8.A.1.Su.f:</u>	Recognize differences in points of view of historical interpretations of key events.
<u>SS.8.A.1.Pa.f:</u>	Use appropriate resources to obtain factual information.

#### SS.8.A.1.7:

View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.

##### Related Access Points

Name	Description
<u>SS.8.A.1.In.g:</u>	Identify well-known historical events shown in art, writings, music, and artifacts.
<u>SS.8.A.1.Su.g:</u>	Recognize well-known historical events shown in art, writings, music, or artifacts.
<u>SS.8.A.1.Pa.g:</u>	Recognize a well-known historical event shown in art or artifacts.

Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.

#### SS.8.A.2.1:

##### Remarks/Examples:

This benchmark implies a study of the ways that economic, political, cultural, and religious competition between these Atlantic powers shaped early colonial America.

##### Related Access Points

Name	Description
<u>SS.8.A.2.In.a:</u>	Recognize important differences among the European nations struggling for control over colonization of North America.
<u>SS.8.A.2.Su.a:</u>	Recognize an important difference of each of the European nations struggling for control over colonization of North America.
<u>SS.8.A.2.Pa.a:</u>	Recognize that different groups fought for ownership of the same land.

Compare the characteristics of the New England, Middle, and Southern colonies.

#### SS.8.A.2.2:

##### Remarks/Examples:

Examples may include, but are not limited to, colonial governments, geographic influences, occupations, religion, education, settlement patterns, and social patterns.

##### Related Access Points

Name	Description
<a href="#">SS.8.A.2.In.b:</a>	Identify that the colonies were grouped into three divisions (New England, Middle, and Southern) and describe their occupations, religion, and social patterns.
<a href="#">SS.8.A.2.Su.b:</a>	Recognize characteristics of the colonies in different regions, such as location, occupations, and social patterns.
<a href="#">SS.8.A.2.Pa.b:</a>	Recognize social aspects of living in a colony.

<a href="#">SS.8.A.2.3:</a>	Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.
	<b>Remarks/Examples:</b> Examples may include, but are not limited to, subsistence farming, cash crop farming, and maritime industries.

#### Related Access Points

Name	Description
<a href="#">SS.8.A.2.In.c:</a>	Identify characteristics of economic systems in the colonies, including the ways slaves and indentured servants were used.
<a href="#">SS.8.A.2.Su.c:</a>	Recognize a characteristic of economic systems in the colonies, including the use of slaves.
<a href="#">SS.8.A.2.Pa.c:</a>	Recognize that workers are part of an economic system.

<a href="#">SS.8.A.2.4:</a>	Identify the impact of key colonial figures on the economic, political, and social development of the colonies.
	<b>Remarks/Examples:</b> Examples may include, but are not limited to, John Smith, William Penn, Roger Williams, Anne Hutchinson, John Winthrop, Jonathan Edwards, William Bradford, Nathaniel Bacon, John Peter Zenger, and Lord Calvert.

#### Related Access Points

Name	Description
<a href="#">SS.8.A.2.In.d:</a>	Identify the impact of key colonial figures on the development of the colonies, such as John Smith, William Penn, and Roger Williams.
<a href="#">SS.8.A.2.Su.d:</a>	Recognize the impact of key colonial figures on the development of the colonies, such as John Smith and William Penn.
<a href="#">SS.8.A.2.Pa.d:</a>	Recognize leaders who guide other people.

<a href="#">SS.8.A.2.5:</a>	Discuss the impact of colonial settlement on Native American populations.
	<b>Remarks/Examples:</b> Examples may include, but are not limited to, war, disease, loss of land, westward displacement of tribes causing increased conflict between tribes, and dependence on trade for Western goods, including guns.

#### Related Access Points

Name	Description
<a href="#">SS.8.A.2.In.e:</a>	Identify the impact of colonial settlement on Native Americans.
<a href="#">SS.8.A.2.Su.e:</a>	Recognize the impact of colonial settlement on Native Americans.
<a href="#">SS.8.A.2.Pa.e:</a>	Recognize a change due to colonial settlement.

<a href="#">SS.8.A.2.6:</a>	Examine the causes, course, and consequences of the French and Indian War.
	<b>Remarks/Examples:</b> Examples may include, but are not limited to, ongoing conflict between France and England, territorial disputes, trade competition, Ft. Duquesne, Ft. Quebec, Treaty of Paris, heavy British debt.

#### Related Access Points

Name	Description
<a href="#">SS.8.A.2.In.f:</a>	Describe a cause and outcome of the French and Indian War, such as the desire to control the Ohio River Valley and that the French lost to the English.
<a href="#">SS.8.A.2.Su.f:</a>	Identify an outcome of the French and Indian War, such as that the French lost to the English.
<a href="#">SS.8.A.2.Pa.f:</a>	Recognize a change due to colonial settlement.

<a href="#">SS.8.A.2.7:</a>	Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.
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#### Related Access Points

Name	Description
<a href="#">SS.8.A.2.In.g:</a>	Identify contributions of Africans, Native Americans, women, and children to colonial America.
<a href="#">SS.8.A.2.Su.g:</a>	Recognize contributions of Africans, Native Americans, women, and children to colonial America.
<a href="#">SS.8.A.2.Pa.g:</a>	Recognize a contribution of a key group to colonial society.

<a href="#">SS.8.A.3.1:</a>	Explain the consequences of the French and Indian War in British policies for the American colonies from 1763 - 1774.
	<b>Remarks/Examples:</b> Examples may include, but are not limited to, Proclamation of 1763, Sugar Act, Quartering Act, Stamp Act, Declaratory Act, Townshend Acts, Tea Act, Quebec Act, and Coercive Acts.

#### Related Access Points

Name	Description
<a href="#">SS.8.A.3.In.a:</a>	Identify the consequences of the French and Indian War on the British rule of the colonies, such as the Proclamation of 1763, the Stamp Act, and the Tea Act.

<b>SS.8.A.3.Su.a:</b>	Recognize a consequence of the French and Indian War on British rule of the colonies, such as restricting freedom and creating more taxes.
<b>SS.8.A.3.Pa.a:</b>	Recognize that the colonists were unhappy with British rule.

Explain American colonial reaction to British policy from 1763 - 1774.

**SS.8.A.3.2:**

**Remarks/Examples:**

Examples may include, but are not limited to, written protests, boycotts, unrest leading to the Boston Massacre, Boston Tea Party, First Continental Congress, Stamp Act Congress, Committees of Correspondence.

**Related Access Points**

Name	Description
<b>SS.8.A.3.In.b:</b>	Identify American colonial reaction to British policy, such as protests to the acts, the Boston Massacre, the Boston Tea Party, and the First Continental Congress.
<b>SS.8.A.3.Su.b:</b>	Recognize American colonial reaction to British policy, such as protests to the acts, the Boston Massacre, the Boston Tea Party, and the First Continental Congress.
<b>SS.8.A.3.Pa.b:</b>	Recognize that the colonists were unhappy with British rule.

Recognize the contributions of the Founding Fathers (John Adams, Sam Adams, Benjamin Franklin, John Hancock, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, George Washington) during American Revolutionary efforts.

**SS.8.A.3.3:**

**Remarks/Examples:**

Examples may also include, but are not limited to, Thomas Paine, John Jay, Peter Salem.

**Related Access Points**

Name	Description
<b>SS.8.A.3.In.c:</b>	Recognize major contributions of the Founding Fathers, such as John Adams, Benjamin Franklin, Thomas Jefferson, and George Washington.
<b>SS.8.A.3.Su.c:</b>	Recognize a contribution of one of the Founding Fathers, such as Benjamin Franklin, Thomas Jefferson, or George Washington.
<b>SS.8.A.3.Pa.c:</b>	Recognize a Founding Father, such as George Washington.

Examine the contributions of influential groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war.

**SS.8.A.3.4:**

**Remarks/Examples:**

Examples may include, but are not limited to, foreign alliances, freedmen, Native Americans, slaves, women, soldiers, Hessians.

**Related Access Points**

Name	Description
<b>SS.8.A.3.In.d:</b>	Identify contributions of key groups to the outcomes of the American Revolutionary War, including Native Americans, slaves, and women.
<b>SS.8.A.3.Su.d:</b>	Recognize contributions of a key group to the American Revolutionary War, including Native Americans, slaves, or women.
<b>SS.8.A.3.Pa.d:</b>	Recognize ways groups help during times of war.

Describe the influence of individuals on social and political developments during the Revolutionary era.

**SS.8.A.3.5:**

**Remarks/Examples:**

Examples may include, but are not limited to, James Otis, Mercy Otis Warren, Abigail Adams, Benjamin Banneker, Lemuel Haynes, Phyllis Wheatley.

**Related Access Points**

Name	Description
<b>SS.8.A.3.In.e:</b>	Identify the influence of individuals on social and political developments, such as James Otis—"taxation without representation," Abigail Adams—women's rights, Mercy Otis Warren—abolition of slavery, or Benjamin Banneker—architecture.
<b>SS.8.A.3.Su.e:</b>	Recognize an influence of an individual on social and political developments, such as James Otis—"taxation without representation," Abigail Adams—women's rights, Mercy Otis Warren—abolition of slavery, or Benjamin Banneker—architecture.
<b>SS.8.A.3.Pa.e:</b>	Recognize that an individual can influence social developments.

Examine the causes, course, and consequences of the American Revolution.

**SS.8.A.3.6:**

**Remarks/Examples:**

Examples may include, but are not limited to, Battles of Lexington and Concord, Common Sense, Second Continental Congress, Battle of Bunker Hill, Battle of Cowpens, Battle of Trenton, Olive Branch Petition, Declaration of Independence, winter at Valley Forge, Battles of Saratoga and Yorktown, Treaty of Paris.

**Related Access Points**

Name	Description
<b>SS.8.A.3.In.f:</b>	Identify major causes, events, and consequences of the American Revolution, such as "Common Sense," unfair taxes, the Declaration of Independence, winter at Valley Forge, and the Treaty of Paris.
<b>SS.8.A.3.Su.f:</b>	Recognize major causes and consequences of the American Revolution, such as "Common Sense," unfair taxes, the Declaration of Independence, winter at Valley Forge, and the Treaty of Paris.
<b>SS.8.A.3.Pa.f:</b>	Recognize that the colonists were unhappy with British rule.

Examine the structure, content, and consequences of the Declaration of Independence.

**SS.8.A.3.7:**

### Related Access Points

Name	Description
<a href="#">SS.8.A.3.In.g:</a>	Identify important content of the Declaration of Independence.
<a href="#">SS.8.A.3.Su.g:</a>	Recognize the key ideas included in the Declaration of Independence.
<a href="#">SS.8.A.3.Pa.g:</a>	Recognize freedom as a goal of the Declaration of Independence.

Examine individuals and groups that affected political and social motivations during the American Revolution.

[SS.8.A.3.8:](#)

#### Remarks/Examples:

Examples may include, but are not limited to, Ethan Allen and the Green Mountain Boys, the Committees of Correspondence, Sons of Liberty, Daughters of Liberty, the Black Regiment (in churches), Patrick Henry, Patriots, Loyalists, individual colonial militias, and undecideds.

### Related Access Points

Name	Description
<a href="#">SS.8.A.3.In.h:</a>	Identify the impact of individuals and groups on the American Revolution, such as Ethan Allen, the Sons of Liberty, Patrick Henry, Patriots, and individual militias.
<a href="#">SS.8.A.3.Su.h:</a>	Recognize the impact of individuals and groups on the American Revolution, such as some led resistance toward the British while others provided support for the British.
<a href="#">SS.8.A.3.Pa.h:</a>	Recognize ways groups help during times of war.

[SS.8.A.3.9:](#)

Evaluate the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention.

### Related Access Points

Name	Description
<a href="#">SS.8.A.3.In.i:</a>	Identify major characteristics of the Articles of Confederation, such as a weak central government and power for the states.
<a href="#">SS.8.A.3.Su.i:</a>	Recognize that the Articles of Confederation set up a weak central government.
<a href="#">SS.8.A.3.Pa.i:</a>	Recognize that people can work together to set up a government.

[SS.8.A.3.10:](#)

Examine the course and consequences of the Constitutional Convention (New Jersey Plan, Virginia Plan, Great Compromise, Three-Fifths Compromise, compromises regarding taxation and slave trade, Electoral College, state vs. federal power, empowering a president).

### Related Access Points

Name	Description
<a href="#">SS.8.A.3.In.j:</a>	Identify major consequences of the Constitutional Convention, such as developing different plans for the number of votes allotted for each state in Congress, the Great Compromise (the makeup of Congress), and the power of the president.
<a href="#">SS.8.A.3.Su.j:</a>	Recognize major consequences of the Constitutional Convention, such as the makeup of Congress, how votes would be given to states, and the power of the president.
<a href="#">SS.8.A.3.Pa.j:</a>	Recognize a way individuals or groups reach agreement.

[SS.8.A.3.11:](#)

Analyze support and opposition (Federalists, Federalist Papers, AntiFederalists, Bill of Rights) to ratification of the U.S. Constitution.

### Related Access Points

Name	Description
<a href="#">SS.8.A.3.In.k:</a>	Recognize reasons why people supported or opposed the Constitution, such as the inclusion of the Bill of Rights.
<a href="#">SS.8.A.3.Su.k:</a>	Recognize that some people supported and others opposed the Constitution.
<a href="#">SS.8.A.3.Pa.k:</a>	Recognize a way individuals or groups reach agreement.

Examine the influences of George Washington's presidency in the formation of the new nation.

[SS.8.A.3.12:](#)

#### Remarks/Examples:

Examples may include, but are not limited to, personal motivations, military experience, political influence, establishing Washington, D.C. as the nation's capital, rise of the party system, setting of precedents (e.g., the Cabinet), Farewell Address.

### Related Access Points

Name	Description
<a href="#">SS.8.A.3.In.l:</a>	Identify influences of George Washington's presidency, such as forming the Cabinet, keeping the country out of war, paying off the debt, and establishing a national bank and money system.
<a href="#">SS.8.A.3.Su.l:</a>	Recognize an influence of George Washington's presidency, such as forming the Cabinet and establishing a national bank and money system.
<a href="#">SS.8.A.3.Pa.l:</a>	Recognize that George Washington was the first president.

[SS.8.A.3.13:](#)

Explain major domestic and international economic, military, political, and socio-cultural events of John Adams's presidency.

#### Remarks/Examples:

Examples may include, but are not limited to, XYZ Affairs, Alien and Sedition Acts, Land Act of 1800, the quasi-war, the Midnight Judges.

### Related Access Points

Name	Description
<a href="#">SS.8.A.3.In.m:</a>	Identify major developments of the presidency of John Adams, such as extending the waiting period for citizenship (Alien Act) and prohibiting criticism of the government (Sedition Act).
<a href="#">SS.8.A.3.Su.m:</a>	Recognize a major development of the presidency of John Adams, such as prohibiting criticism of the government (Sedition Act).

Explain major domestic and international economic, military, political, and socio-cultural events of Thomas Jefferson's presidency.

**Remarks/Examples:**

Examples may include, but are not limited to, Election of 1800, birth of political parties, Marbury v. Madison, judicial review, Jefferson's First Inaugural Address, Judiciary Act of 1801, Louisiana Purchase, Barbary War, Lewis and Clark Expedition, Hamilton and Burr conflict/duel, Embargo of 1807.

**Related Access Points**

Name	Description
SS.8.A.3.In.n:	Identify major developments of the presidency of Thomas Jefferson, such as the Louisiana Purchase, the Lewis and Clark Expedition, and the embargo on goods traded with Great Britain and France.
SS.8.A.3.Su.n:	Recognize a major development of the presidency of Thomas Jefferson, such as the Louisiana Purchase and the Lewis and Clark Expedition.
SS.8.A.3.Pa.n:	Recognize that new leaders bring changes to the country.

**SS.8.A.3.15:**

Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).

**Related Access Points**

Name	Description
SS.8.A.3.In.o:	Identify the quality of life of under-represented groups during the American Revolution and after, such as children, indentured servants, Native Americans, slaves, women, and the working class.
SS.8.A.3.Su.o:	Recognize the quality of life of an under-represented group, such as children, indentured servants, Native Americans, slaves, women, or the working class.
SS.8.A.3.Pa.o:	Recognize an aspect of the quality of life.

Examine key events in Florida history as each impacts this era of American history.

**Remarks/Examples:**

Examples may include, but are not limited to, Treaty of Paris, British rule, Second Spanish Period.

**Related Access Points**

Name	Description
SS.8.A.3.In.p:	Identify the consequences of key events in Florida history as they relate to the American Revolution, such as Florida being a refuge for Loyalists, Indian resistance, and Spanish control of Florida.
SS.8.A.3.Su.p:	Recognize a consequence of key events in Florida as they relate to the American Revolution, such as Florida being a refuge for Loyalists, Indian resistance, or Spanish control of Florida.
SS.8.A.3.Pa.p:	Recognize a consequence of a key event in Florida during this era of American history.

**SS.8.A.4.1:**

Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-Onis Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American War/Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase).

**Related Access Points**

Name	Description
SS.8.A.4.In.a:	Identify major events and consequences of America's westward expansion, such as the War of 1812, the acquisition of Florida, the Trail of Tears, and the California Gold Rush.
SS.8.A.4.Su.a:	Recognize major events and consequences of America's westward expansion, such as the acquisition of Florida, the Trail of Tears, and the California Gold Rush.
SS.8.A.4.Pa.a:	Recognize a consequence of America's westward expansion.

Describe the debate surrounding the spread of slavery into western territories and Florida.

**Remarks/Examples:**

Examples may include, but are not limited to, abolitionist movement, Ft. Mose, Missouri Compromise, Bleeding Kansas, Kansas-Nebraska Act, Compromise of 1850.

**Related Access Points**

Name	Description
SS.8.A.4.In.b:	Identify reasons why people supported or opposed slavery in the western territories and Florida.
SS.8.A.4.Su.b:	Recognize why people supported or opposed slavery in the western territories and Florida.
SS.8.A.4.Pa.b:	Recognize that groups did not agree about slavery.

Examine the experiences and perspectives of significant individuals and groups during this era of American History.

**Remarks/Examples:**

Examples may include, but are not limited to, Lewis and Clark, Sacajawea, York, Pike, Native Americans, Buffalo Soldiers, Mexicanos, Chinese immigrants, Irish immigrants, children, slaves, women, Alexis de Tocqueville, political parties.

**Related Access Points**

Name	Description

<a href="#">SS.8.A.4.In.c:</a>	Identify the roles of individuals and groups during westward expansion, such as Lewis and Clark, Sacajawea, Native Americans, slaves, and Chinese immigrants.
<a href="#">SS.8.A.4.Su.c:</a>	Recognize the role of an individual or group during westward expansion, such as Lewis and Clark, Sacajawea, Native Americans, slaves, or Chinese immigrants.
<a href="#">SS.8.A.4.Pa.c:</a>	Recognize a consequence of America's westward expansion.

#### SS.8.A.4.4:

Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.

#### Related Access Points

Name	Description
<a href="#">SS.8.A.4.In.d:</a>	Identify the roles of individuals and groups during westward expansion, such as Lewis and Clark, Sacajawea, Native Americans, slaves, and Chinese immigrants.
<a href="#">SS.8.A.4.Su.d:</a>	Recognize the role of an individual or group during westward expansion, such as Lewis and Clark, Sacajawea, Native Americans, slaves, or Chinese immigrants.
<a href="#">SS.8.A.4.Pa.d:</a>	Recognize a consequence of America's westward expansion.

Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy.

#### SS.8.A.4.5:

##### Remarks/Examples:

Examples may include, but are not limited to, roads, canals, bridges, steamboats, railroads.

#### Related Access Points

Name	Description
<a href="#">SS.8.A.4.In.e:</a>	Identify how transportation changed America's economy in the 1800s.
<a href="#">SS.8.A.4.Su.e:</a>	Recognize how transportation changed America's economy in the 1800s.
<a href="#">SS.8.A.4.Pa.e:</a>	Recognize an effect of transportation.

Identify technological improvements (inventions/inventors) that contributed to industrial growth.

#### SS.8.A.4.6:

##### Remarks/Examples:

Examples may include, but are not limited to, Fitch/steamboat, Slater/textile mill machinery, Whitney/cotton gin, interchangeable parts, McCoy/industrial lubrication, Fulton/commercial steamboat, Lowell/ mechanized cotton mill, Isaac Singer/sewing machine.

#### Related Access Points

Name	Description
<a href="#">SS.8.A.4.In.f:</a>	Recognize technological improvements in industry, such as Eli Whitney and the cotton gin, Robert Fulton and the steam engine, and Francis Cabot Lowell and the mechanized cotton mill.
<a href="#">SS.8.A.4.Su.f:</a>	Recognize a technological improvement in industry, such as Eli Whitney and the cotton gin.
<a href="#">SS.8.A.4.Pa.f:</a>	Recognize the benefit of an invention.

#### SS.8.A.4.7:

Explain the causes, course, and consequences (industrial growth, subsequent effect on children and women) of New England's textile industry.

#### Related Access Points

Name	Description
<a href="#">SS.8.A.4.In.g:</a>	Identify working conditions in textile mills in New England as they affected women and children.
<a href="#">SS.8.A.4.Su.g:</a>	Recognize working conditions in textile mills in New England in the 1800s.
<a href="#">SS.8.A.4.Pa.g:</a>	Recognize a characteristic of poor working conditions.

Describe the influence of individuals on social and political developments of this era in American History.

#### SS.8.A.4.8:

##### Remarks/Examples:

Examples may include, but are not limited to, Daniel Boone, Tecumseh, Black Hawk, John Marshall, James Madison, Dolly Madison, Andrew Jackson, John C. Calhoun, Henry Clay, Daniel Webster, James Polk, Susan B. Anthony, Elizabeth Cady Stanton, William Lloyd Garrison, Frederick Douglass, Horace Mann, Dorothea Dix, Lucretia Mott, Sojourner Truth, Harriet Tubman.

#### Related Access Points

Name	Description
<a href="#">SS.8.A.4.In.h:</a>	Identify the influence of individuals on social and political developments, such as Thomas Jefferson—westward expansion, Frederick Douglass—the abolitionist movement, Dorothea Dix—social reforms, and Susan B. Anthony—women's rights.
<a href="#">SS.8.A.4.Su.h:</a>	Recognize the influence of individuals on social and political developments, such as Thomas Jefferson—westward expansion, Frederick Douglass—the abolitionist movement, Dorothea Dix—social reforms, and Susan B. Anthony—women's rights.
<a href="#">SS.8.A.4.Pa.h:</a>	Recognize a social justice issue.

Analyze the causes, course and consequences of the Second Great Awakening on social reform movements.

#### SS.8.A.4.9:

##### Remarks/Examples:

Examples may include, but are not limited to, abolition, women's rights, temperance, education, prison and mental health reform, Charles Grandison Finney, the Beecher family.

#### Related Access Points

Name	Description
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<b>SS.8.A.4.In.i:</b>	Identify the influence of individuals on social and political developments, such as Thomas Jefferson—westward expansion, Frederick Douglass—the abolitionist movement, Dorothea Dix—social reforms, and Susan B. Anthony—women's rights.
<b>SS.8.A.4.Su.i:</b>	Recognize the influence of individuals on social and political developments, such as Thomas Jefferson—westward expansion, Frederick Douglass—the abolitionist movement, Dorothea Dix—social reforms, and Susan B. Anthony—women's rights.
<b>SS.8.A.4.Pa.i:</b>	Recognize a social justice issue.

**SS.8.A.4.10:** Analyze the impact of technological advancements on the agricultural economy and slave labor.

**Remarks/Examples:**

Examples may include, but are not limited to, cotton gin, steel plow, rapid growth of slave trade.

**Related Access Points**

Name	Description
<b>SS.8.A.4.In.j:</b>	Recognize technological improvements in industry, such as Eli Whitney and the cotton gin, Robert Fulton and the steam engine, and Francis Cabot Lowell and the mechanized cotton mill.
<b>SS.8.A.4.Su.j:</b>	Recognize a technological improvement in industry, such as Eli Whitney and the cotton gin.
<b>SS.8.A.4.Pa.j:</b>	Recognize the benefit of an invention.

**SS.8.A.4.11:** Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.

**Related Access Points**

Name	Description
<b>SS.8.A.4.In.k:</b>	Identify characteristics of slave life on plantations, including resistance efforts.
<b>SS.8.A.4.Su.k:</b>	Recognize characteristics of slave life on plantations.
<b>SS.8.A.4.Pa.k:</b>	Recognize a characteristic of slave life on a plantation.

**SS.8.A.4.12:** Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.

**Related Access Points**

Name	Description
<b>SS.8.A.4.In.l:</b>	Identify an effect of the Haitian Revolution, such as forcing the French to give up the Louisiana Territory to the United States.
<b>SS.8.A.4.Su.l:</b>	Recognize an effect of the Haitian Revolution, such as forcing the French to give up the Louisiana Territory to the United States.
<b>SS.8.A.4.Pa.l:</b>	Recognize an unintended effect of a revolution.

**SS.8.A.4.13:** Explain the consequences of landmark Supreme Court decisions (McCulloch v. Maryland [1819], Gibbons v. Odgen [1824], Cherokee Nation v. Georgia [1831], and Worcester v. Georgia [1832]) significant to this era of American history.

**Related Access Points**

Name	Description
<b>SS.8.A.4.In.m:</b>	Identify a consequence of landmark Supreme Court cases during the westward expansion, such as that Native American tribes came under federal jurisdiction and were subsequently forced from their land.
<b>SS.8.A.4.Su.m:</b>	Recognize a consequence of landmark Supreme Court cases during the westward expansion, such as the forced removal of Native Americans from their lands.
<b>SS.8.A.4.Pa.m:</b>	Recognize a social justice issue.

**SS.8.A.4.14:** Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).

**Related Access Points**

Name	Description
<b>SS.8.A.4.In.n:</b>	Identify the major causes, events, and consequences of the women's suffrage movement.
<b>SS.8.A.4.Su.n:</b>	Recognize the major cause and consequences of the women's suffrage movement.
<b>SS.8.A.4.Pa.n:</b>	Recognize that women can vote.

**SS.8.A.4.15:** Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history.

**Related Access Points**

Name	Description
<b>SS.8.A.4.In.o:</b>	Identify literature that supported social reform in the era of westward expansion.
<b>SS.8.A.4.Su.o:</b>	Recognize stories and poems written to support social reform in the era of westward expansion.
<b>SS.8.A.4.Pa.o:</b>	Recognize that stories tell about the era of westward expansion.

**SS.8.A.4.16:** Identify key ideas and influences of Jacksonian democracy.

**Remarks/Examples:**

Examples may include, but are not limited to, political participation, political parties, constitutional government, spoils system, National Bank veto, Maysville Road veto, tariff battles, Indian Removal Act, nullification crisis.

**Related Access Points**

Name	Description
<b>SS.8.A.4.In.p:</b>	Recognize influences of Jacksonian democracy, such as an expansion of voting rights, the spoils system, a strong federal government, and the Indian Removal Act.

**SS.8.A.4.Su.p:** Recognize a key idea of Jacksonian democracy, such as an expansion of voting rights, the spoils system, a strong federal government, or the Indian Removal Act.

**SS.8.A.4.Pa.p:** Recognize that new leaders bring change to the government.

Examine key events and peoples in Florida history as each impacts this era of American history.

**Remarks/Examples:**

Examples may include, but are not limited to, Andrew Jackson's military expeditions to end Indian uprisings, developing relationships between the Seminole and runaway slaves, Adams-Onis Treaty, Florida becoming a United States territory, combining former East and West Floridas, establishing first state capital, Florida's constitution, Florida's admittance to the Union as 27th state.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.4.In.q:</a>	Identify impacts that Florida had on the era of the westward expansion, such as relations with Seminoles and runaway slaves, and the establishment of Florida as a territory and admittance as a state.
<a href="#">SS.8.A.4.Su.q:</a>	Recognize an impact that Florida had on the era of the westward expansion, such as relations with Seminoles and runaway slaves, or the establishment of Florida as a territory and admittance as a state.
<a href="#">SS.8.A.4.Pa.q:</a>	Recognize that Florida became a state.

Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period.

**Remarks/Examples:**

Examples may include, but are not limited to, Osceola, white settlers, U.S. troops, Black Seminoles, southern plantation and slave owners, Seminole Wars, Treaty of Moultrie Creek, Seminole relocation, Chief Billy Bowlegs, Florida Crackers.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.4.In.r:</a>	Identify impacts that Florida had on the era of the westward expansion, such as relations with Seminoles and runaway slaves, and the establishment of Florida as a territory and admittance as a state.
<a href="#">SS.8.A.4.Su.r:</a>	Recognize an impact that Florida had on the era of the westward expansion, such as relations with Seminoles and runaway slaves, or the establishment of Florida as a territory and admittance as a state.
<a href="#">SS.8.A.4.Pa.r:</a>	Recognize a contribution of a key group to Florida's culture.

[SS.8.A.5.1:](#) Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).

**Related Access Points**

Name	Description
<a href="#">SS.8.A.5.In.a:</a>	Identify the major causes, events, and consequence of the Civil War, such as states' rights, sectional differences, war between the northern and southern states, and slaves being freed.
<a href="#">SS.8.A.5.Su.a:</a>	Recognize a major cause and consequence of the Civil War, such as states' rights, sectional differences, and slaves being freed.
<a href="#">SS.8.A.5.Pa.a:</a>	Recognize that groups of people disagreed about slavery.

Analyze the role of slavery in the development of sectional conflict.

**Remarks/Examples:**

Examples may include, but are not limited to, Abolition Movement, Nat Turner's Rebellion, Black Codes, Missouri Compromise, Compromise of 1850, Uncle Tom's Cabin, Kansas-Nebraska Act, Dred Scott v. Sandford, Lincoln-Douglas Debates, raid on Harper's Ferry, Underground Railroad, Presidential Election of 1860, Southern secession.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.5.In.b:</a>	Identify factors related to slavery that led to the Civil War, such as the Abolition Movement, Nat Turner's Rebellion, the Underground Railroad, and Southern secession.
<a href="#">SS.8.A.5.Su.b:</a>	Recognize a factor related to slavery that led to the Civil War, such as the support for freeing slaves or the secession of the Southern states from the Union.
<a href="#">SS.8.A.5.Pa.b:</a>	Recognize that groups of people disagreed about slavery.

[SS.8.A.5.3:](#) Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency.

**Remarks/Examples:**

Examples may include, but are not limited to, sectionalism, states' rights, slavery, Civil War, attempts at foreign alliances, Emancipation Proclamation, Gettysburg Address, suspension of habeas corpus, First and Second Inaugural Addresses.

**Related Access Points**

Name	Description
<a href="#">SS.8.A.5.In.c:</a>	Identify major developments during Abraham Lincoln's presidency, such as the defeat of Confederate States in the Civil War, the Emancipation Proclamation, and the Gettysburg Address.
<a href="#">SS.8.A.5.Su.c:</a>	Recognize a major development during the presidency of Abraham Lincoln, such as the defeat of the Confederate States in the Civil War or the Emancipation Proclamation.
<a href="#">SS.8.A.5.Pa.c:</a>	Recognize that President Abraham Lincoln ended slavery.

[SS.8.A.5.4:](#) Identify the division (Confederate and Union States, Border states, western territories) of the United States at the outbreak of the Civil War.

### Related Access Points

Name	Description
<a href="#">SS.8.A.5.In.d:</a>	Identify the Union and Confederate States at the outbreak of the Civil War.
<a href="#">SS.8.A.5.Su.d:</a>	Recognize the Union and Confederate States at the outbreak of the Civil War.
<a href="#">SS.8.A.5.Pa.d:</a>	Recognize that states disagreed about slavery.

Compare Union and Confederate strengths and weaknesses.

[SS.8.A.5.5:](#)

#### Remarks/Examples:

Examples may include, but are not limited to, technology, resources, alliances, geography, military leaders-Lincoln, Davis, Grant, Lee, Jackson, Sherman.

### Related Access Points

Name	Description
<a href="#">SS.8.A.5.In.e:</a>	Identify a strength and weakness of the Union and Confederacy, such as technology, resources, and military leaders.
<a href="#">SS.8.A.5.Su.e:</a>	Recognize a strength and weakness of the Union and Confederacy, such as technology, resources, and military leaders.
<a href="#">SS.8.A.5.Pa.e:</a>	Recognize a strength of groups in a war.

Compare significant Civil War battles and events and their effects on civilian populations.

[SS.8.A.5.6:](#)

#### Remarks/Examples:

Examples may include, but are not limited to, Fort Sumter, Bull Run, Monitor v. Merrimack, Antietam, Vicksburg, Gettysburg, Emancipation Proclamation, Sherman's March, Lee's surrender at Appomattox.

### Related Access Points

Name	Description
<a href="#">SS.8.A.5.In.f:</a>	Identify outcomes of significant Civil War battles, such as Fort Sumter, the Monitor v. Merrimack, Gettysburg, and the surrender of General Lee at Appomattox.
<a href="#">SS.8.A.5.Su.f:</a>	Recognize the outcome of a significant Civil War battle, such as Fort Sumter, Gettysburg, or the surrender of General Lee at Appomattox.
<a href="#">SS.8.A.5.Pa.f:</a>	Recognize a strength of groups in a war.

Examine key events and peoples in Florida history as each impacts this era of American history.

[SS.8.A.5.7:](#)

#### Remarks/Examples:

Examples may include, but are not limited to, slavery, influential planters, Florida's secession and Confederate membership, women, children, pioneer environment, Union occupation, Battle of Olustee and role of 54th Massachusetts regiment, Battle at Natural Bridge.

### Related Access Points

Name	Description
<a href="#">SS.8.A.5.In.g:</a>	Identify key events in Florida that impacted the nation during the time of the Civil War, such as membership in the Confederate states, Union occupation of coastal towns, battles in Florida, and the quality of life in the pioneer environment.
<a href="#">SS.8.A.5.Su.g:</a>	Recognize key events in Florida that impacted the nation during the time of the Civil War, such as membership in the Confederate states, Union occupation of coastal towns, battles in Florida, and the quality of life in the pioneer environment.
<a href="#">SS.8.A.5.Pa.g:</a>	Recognize an aspect of the quality of life during the time of the Civil War.

[SS.8.A.5.8:](#)

Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).

### Related Access Points

Name	Description
<a href="#">SS.8.A.5.In.h:</a>	Identify changes that occurred during the period of Reconstruction, such as the reuniting of the governments and the treatment of freed slaves.
<a href="#">SS.8.A.5.Su.h:</a>	Recognize changes that occurred during the period of Reconstruction, such as reuniting of the governments and the treatment of freed slaves.
<a href="#">SS.8.A.5.Pa.h:</a>	Recognize an aspect of the quality of life during Reconstruction.

[SS.8.C.1.1:](#)

Identify the constitutional provisions for establishing citizenship.

### Related Access Points

Name	Description
<a href="#">SS.8.C.1.In.a:</a>	Identify ways the Constitution provides for citizenship, such as being born and being naturalized in the United States.
<a href="#">SS.8.C.1.Su.a:</a>	Recognize a way the Constitution provides for citizenship, such as being born or naturalized in the United States.
<a href="#">SS.8.C.1.Pa.a:</a>	Recognize that people who are born in the United States are citizens.

[SS.8.C.1.2:](#)

Compare views of self-government and the rights and responsibilities of citizens held by Patriots, Loyalists, and other colonists.

### Related Access Points

Name	Description
<a href="#">SS.8.C.1.In.b:</a>	Identify different views held by colonists on self-government and rights and responsibilities of citizens.

<a href="#"><u>SS.8.C.1.Su.b:</u></a>	Recognize different views that colonists held about the rights and responsibilities of citizens.
<a href="#"><u>SS.8.C.1.Pa.b:</u></a>	Recognize a responsibility of citizens, such as keeping informed.

[SS.8.C.1.3:](#)

Recognize the role of civic virtue in the lives of citizens and leaders from the colonial period through Reconstruction.

**Related Access Points**

Name	Description
<a href="#"><u>SS.8.C.1.In.c:</u></a>	Identify activities that reflect civic virtue in the lives of citizens from the Colonial period through Reconstruction, such as voting, volunteering, and giving to the poor.
<a href="#"><u>SS.8.C.1.Su.c:</u></a>	Recognize activities that reflect civic virtues in the lives of citizens from the Colonial period through Reconstruction, such as voting and serving in local government.
<a href="#"><u>SS.8.C.1.Pa.c:</u></a>	Recognize an activity of citizens that reflects civic virtue, such as voting.

[SS.8.C.1.4:](#)

Identify the evolving forms of civic and political participation from the colonial period through Reconstruction.

**Related Access Points**

Name	Description
<a href="#"><u>SS.8.C.1.In.d:</u></a>	Identify forms of civic and political participation from the Colonial period through Reconstruction, such as complying with laws and rules, voting, and serving in the government.
<a href="#"><u>SS.8.C.1.Su.d:</u></a>	Recognize forms of civic and political participation from the Colonial period through Reconstruction, such as complying with laws and rules and voting.
<a href="#"><u>SS.8.C.1.Pa.d:</u></a>	Recognize an activity of citizens that reflects civic virtue, such as voting.

[SS.8.C.1.5:](#)

Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.

**Related Access Points**

Name	Description
<a href="#"><u>SS.8.C.1.In.e:</u></a>	Identify ways citizens benefit from rights provided by the Constitution and Bill of Rights.
<a href="#"><u>SS.8.C.1.Su.e:</u></a>	Recognize a way citizens benefit from the rights provided by the Constitution and Bill of Rights.
<a href="#"><u>SS.8.C.1.Pa.e:</u></a>	Recognize that the law guarantees individual rights.

[SS.8.C.1.6:](#)

Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.

**Related Access Points**

Name	Description
<a href="#"><u>SS.8.C.1.In.f:</u></a>	Identify ways amendments to the Constitution have expanded voting rights, such as at first allowing only landowners to vote, then white males, former slaves, and females.
<a href="#"><u>SS.8.C.1.Su.f:</u></a>	Recognize how amendments to the Constitution expanded voting rights to white males, former slaves, and females.
<a href="#"><u>SS.8.C.1.Pa.f:</u></a>	Recognize that men and women can vote in the United States.

[SS.8.C.2.1:](#)

Evaluate and compare the essential ideals and principles of American constitutional government expressed in primary sources from the colonial period to Reconstruction.

**Related Access Points**

Name	Description
<a href="#"><u>SS.8.C.2.In.a:</u></a>	Identify principles of the American government, such as representative democracy (republicanism), separation of powers, and freedom expressed in important documents in American history.
<a href="#"><u>SS.8.C.2.Su.a:</u></a>	Recognize a principle of the American government, such as representative democracy (republicanism) or separation of powers expressed in important documents in American history.
<a href="#"><u>SS.8.C.2.Pa.a:</u></a>	Recognize that the government in the United States is based on freedom.

Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.

[SS.8.E.1.1:](#)

**Remarks/Examples:**  
Examples are Triangular Trade, colonial development - New England, Middle, and Southern colonies - Revolutionary War, Manifest Destiny, compromises over slavery issues, the Civil War, Reconstruction.

**Related Access Points**

Name	Description
<a href="#"><u>SS.8.E.1.In.a:</u></a>	Identify how economic factors affected the development of America over time, such as supply and demand, scarcity, profits, and incentives.
<a href="#"><u>SS.8.E.1.Su.a:</u></a>	Recognize that economic factors affected the development of America over time, such as supply and demand, scarcity, and incentives.
<a href="#"><u>SS.8.E.1.Pa.a:</u></a>	Recognize that people work for incentives.

[SS.8.E.2.1:](#)

Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.

**Related Access Points**

Name	Description
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<b>SS.8.E.2.In.a:</b>	Identify contributions of entrepreneurs, inventors, or other key individuals from diverse backgrounds in the development of the United States economy.
<b>SS.8.E.2.Su.a:</b>	Recognize contributions of entrepreneurs, inventors, or other key individuals from diverse backgrounds in the development of the United States economy.
<b>SS.8.E.2.Pa.a:</b>	Recognize a contribution of a person to the economy.

<b>SS.8.E.2.2:</b>	Explain the economic impact of government policies.
	<b>Remarks/Examples:</b> Examples are mercantilism, colonial establishment, Articles of Confederation, Constitution, compromises over slavery.

#### Related Access Points

Name	Description
<b>SS.8.E.2.In.b:</b>	Identify an economic impact of government actions in United States history, such as the Constitutional power to collect taxes and compromises over slavery.
<b>SS.8.E.2.Su.b:</b>	Recognize the economic impact of a government action in United States history, such as the power to collect taxes and compromises over slavery.
<b>SS.8.E.2.Pa.b:</b>	Recognize that the government collects taxes.

<b>SS.8.E.2.3:</b>	Assess the role of Africans and other minority groups in the economic development of the United States.
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#### Related Access Points

Name	Description
<b>SS.8.E.2.In.c:</b>	Identify the influence and contributions of Africans and other minorities in the economic development of the United States.
<b>SS.8.E.2.Su.c:</b>	Recognize contributions of Africans or other minorities in the economic development of the United States.
<b>SS.8.E.2.Pa.c:</b>	Recognize a contribution of a person to the economy.

<b>SS.8.E.3.1:</b>	Evaluate domestic and international interdependence.
	<b>Remarks/Examples:</b> Examples are triangular trade routes and regional exchange of resources.

#### Related Access Points

Name	Description
<b>SS.8.E.3.In.a:</b>	Identify examples of domestic and international interdependence, such as regional exchange of resources.
<b>SS.8.E.3.Su.a:</b>	Recognize ways that countries are interdependent, such as exchange of resources.
<b>SS.8.E.3.Pa.a:</b>	Recognize that groups depend on each other.

<b>SS.8.G.1.1:</b>	Use maps to explain physical and cultural attributes of major regions throughout American history.
	<b>Related Access Points</b>

Name	Description
<b>SS.8.G.1.In.a:</b>	Use maps to identify physical and cultural attributes of major regions of the United States throughout American history.
<b>SS.8.G.1.Su.a:</b>	Use maps to recognize physical or cultural attributes of major regions of the United States.
<b>SS.8.G.1.Pa.a:</b>	Use a map to recognize a physical or cultural attribute of the United States.

<b>SS.8.G.1.2:</b>	Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.
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	<b>Related Access Points</b>
	<b>Name</b>
	<b>Description</b>

<b>SS.8.G.1.In.b:</b>	Use appropriate geographic terms and tools to identify places and regions in American history.
<b>SS.8.G.1.Su.b:</b>	Use appropriate geographic tools to recognize places and regions of the United States.
<b>SS.8.G.1.Pa.b:</b>	Use a map to recognize a physical or cultural attribute of the United States.

<b>SS.8.G.2.1:</b>	Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.
	<b>Remarks/Examples:</b> Examples of physical elements are climate, terrain, resources. Examples of human elements are religion, government, economy, language, demography.

	<b>Related Access Points</b>
	<b>Name</b>
	<b>Description</b>

<b>SS.8.G.2.In.a:</b>	Identify physical elements, such as climate and terrain, and human elements—religion and economy—that explain settlement patterns in regions of the United States over time.
<b>SS.8.G.2.Su.a:</b>	Recognize physical elements, such as climate and terrain, and human elements—religion and economy—that affected where people settled in the United States.
<b>SS.8.G.2.Pa.a:</b>	Recognize the effect of a physical element of a place, such as climate or terrain, on people.

<b>SS.8.G.2.2:</b>	Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications.
	<b>Remarks/Examples:</b>

**Related Access Points**

Name	Description
<a href="#">SS.8.G.2.In.b:</a>	Use geographic terms and tools to describe areas of the United States that have experienced critical economic or physical changes, such as flooding, earthquakes, or oil spills from ships.
<a href="#">SS.8.G.2.Su.b:</a>	Use geographic tools to identify areas in the United States that have experienced a critical economic or physical change, such as flooding, earthquakes, or oil spills from ships.
<a href="#">SS.8.G.2.Pa.b:</a>	Recognize a change in a place due to a natural disaster or other event in the United States.

[SS.8.G.2.3:](#)

Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.

**Related Access Points**

Name	Description
<a href="#">SS.8.G.2.In.c:</a>	Use geographic terms and tools to examine how selected regions in the United States have changed over time.
<a href="#">SS.8.G.2.Su.c:</a>	Use geographic tools to identify a way that a region in the United States has changed over time.
<a href="#">SS.8.G.2.Pa.c:</a>	Recognize a change in a place due to a natural disaster or other event in the United States.

[SS.8.G.3.1:](#)

Locate and describe in geographic terms the major ecosystems of the United States.

**Related Access Points**

Name	Description
<a href="#">SS.8.G.3.In.a:</a>	Locate and identify characteristics of major ecosystems of the United States.
<a href="#">SS.8.G.3.Su.a:</a>	Locate and recognize characteristics of selected major ecosystems of the United States.
<a href="#">SS.8.G.3.Pa.a:</a>	Recognize a characteristic of a major ecosystem.

[SS.8.G.3.2:](#)

Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in the United States and Florida over time.

**Related Access Points**

Name	Description
<a href="#">SS.8.G.3.In.b:</a>	Use geographic terms and tools to identify different opinions on the use of renewable and non-renewable resources in the United States and Florida.
<a href="#">SS.8.G.3.Su.b:</a>	Use geographic tools to recognize ways that people have used renewable and non-renewable resources in the United States and Florida.
<a href="#">SS.8.G.3.Pa.b:</a>	Recognize a resource as recyclable.

[SS.8.G.4.1:](#)

Interpret population growth and other demographic data for any given place in the United States throughout its history.

**Related Access Points**

Name	Description
<a href="#">SS.8.G.4.In.a:</a>	Identify changes in population for selected places in the United States over time.
<a href="#">SS.8.G.4.Su.a:</a>	Recognize changes in population for selected places in the United States over time.
<a href="#">SS.8.G.4.Pa.a:</a>	Recognize that change is a characteristic of population.

[SS.8.G.4.2:](#)

Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.

**Related Access Points**

Name	Description
<a href="#">SS.8.G.4.In.b:</a>	Use geographic terms and tools to examine effects of migration to and within the United States, such as westward expansion and crossing the Mexican border.
<a href="#">SS.8.G.4.Su.b:</a>	Use geographic tools to recognize effects of migration within the United States, such as westward expansion.
<a href="#">SS.8.G.4.Pa.b:</a>	Recognize that change is a characteristic of population.

[SS.8.G.4.3:](#)

Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.

**Related Access Points**

Name	Description
<a href="#">SS.8.G.4.In.c:</a>	Use geographic terms and tools to identify characteristics of different cultures that spread to different regions of the United States over time.
<a href="#">SS.8.G.4.Su.c:</a>	Use geographic tools to recognize characteristics of different cultures that spread to different regions of the United States over time.
<a href="#">SS.8.G.4.Pa.c:</a>	Use a geographic tool to recognize characteristics of trade, culture, or migration.

[SS.8.G.4.4:](#)

Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time.

**Related Access Points**

Name	Description
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**SS.8.G.4.In.d:** Use geographic tools or case studies to identify the role that selected regions play in influencing trade, migration, and cultural interaction in the United States over time.

**SS.8.G.4.Su.d:** Use geographic tools to recognize the role that selected regions play in influencing trade, migration, and cultural interaction in the United States over time.

**SS.8.G.4.Pa.d:** Use a geographic tool to recognize characteristics of trade, culture, or migration.

**SS.8.G.4.5:** Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers in the United States over time.

#### Related Access Points

Name	Description
<b>SS.8.G.4.In.e:</b>	Use geographic terms and tools to identify changes in cities and urban centers in the United States over time.
<b>SS.8.G.4.Su.e:</b>	Use geographic tools to recognize changes in cities and urban centers in the United States over time.
<b>SS.8.G.4.Pa.e:</b>	Recognize characteristics of a city.

**SS.8.G.4.6:** Use political maps to describe changes in boundaries and governance throughout American history.

#### Related Access Points

Name	Description
<b>SS.8.G.4.In.f:</b>	Use political maps to identify changes in boundaries of the United States throughout American history.
<b>SS.8.G.4.Su.f:</b>	Use political maps to recognize changes in boundaries of the United States throughout American history.
<b>SS.8.G.4.Pa.f:</b>	Use a map to recognize a boundary.

**SS.8.G.5.1:** Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.

#### Related Access Points

Name	Description
<b>SS.8.G.5.In.a:</b>	Identify ways humans depend on the physical environment and natural resources to satisfy basic needs in their local environments in the United States.
<b>SS.8.G.5.Su.a:</b>	Recognize ways that humans depend on the physical environment and natural resources to satisfy basic needs in their local environments in the United States.
<b>SS.8.G.5.Pa.a:</b>	Recognize that people use natural resources to satisfy basic needs.

**SS.8.G.5.2:** Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.

#### Remarks/Examples:

Examples are deforestation, urbanization, agriculture.

#### Related Access Points

Name	Description
<b>SS.8.G.5.In.b:</b>	Identify impacts of selected human modifications, such as deforestation and agriculture, on the environment in the United States throughout history.
<b>SS.8.G.5.Su.b:</b>	Recognize impacts of a selected human modification, such as deforestation, on the environment in the United States.
<b>SS.8.G.5.Pa.b:</b>	Recognize the impact of a human modification on the environment.

**SS.8.G.6.1:** Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.

#### Related Access Points

Name	Description
<b>SS.8.G.6.In.a:</b>	Use maps and other graphic representations to describe geographic problems and changes in the United States over time.
<b>SS.8.G.6.Su.a:</b>	Use a map or other graphic representation to identify a geographic problem or change in the United States.
<b>SS.8.G.6.Pa.a:</b>	Use a map or other graphic representation to recognize a geographic change.

**SS.8.G.6.2:** Illustrate places and events in U.S. history through the use of narratives and graphic representations.

#### Remarks/Examples:

Examples are maps, graphs, tables.

#### Related Access Points

Name	Description
<b>SS.8.G.6.In.b:</b>	Illustrate a place or event in United States history using a narrative and graphic representation, such as a map, graph, or table.
<b>SS.8.G.6.Su.b:</b>	Illustrate a place or event in United States history using a graphic representation, such as a map, graph, or table.
<b>SS.8.G.6.Pa.b:</b>	Create a simple representation about a place or event in the United States.

**LAFS.68.RH.1.1:** Cite specific textual evidence to support analysis of primary and secondary sources.

**LAFS.68.RH.1.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

**LAFS.68.RH.1.3:** Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

**LAFS.68.RH.2.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

**LAFS.68.RH.2.5:** Describe how a text presents information (e.g., sequentially, comparatively, causally).

<a href="#">LAFS.68.RH.2.6:</a>	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<a href="#">LAFS.68.RH.3.7:</a>	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
<a href="#">LAFS.68.RH.3.8:</a>	Distinguish among fact, opinion, and reasoned judgment in a text.
<a href="#">LAFS.68.RH.3.9:</a>	Analyze the relationship between a primary and secondary source on the same topic.
	Write arguments focused on discipline-specific content.
	a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
	b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
	c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
	d. Establish and maintain a formal style.
	e. Provide a concluding statement or section that follows from and supports the argument presented.
<a href="#">LAFS.68.WHST.1.1:</a>	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
	a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
<a href="#">LAFS.68.WHST.1.2:</a>	b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
	c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
	d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
	e. Establish and maintain a formal style and objective tone.
	f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
<a href="#">LAFS.68.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.68.WHST.2.5:</a>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<a href="#">LAFS.68.WHST.2.6:</a>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<a href="#">LAFS.68.WHST.3.7:</a>	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
<a href="#">LAFS.68.WHST.3.8:</a>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<a href="#">LAFS.68.WHST.3.9:</a>	Draw evidence from informational texts to support analysis reflection, and research.
<a href="#">LAFS.68.WHST.4.10:</a>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
	a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
<a href="#">LAFS.8.SL.1.1:</a>	b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
	c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
	d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

#### Related Access Points

Name	Description
<a href="#">LAFS.8.SL.1.AP.1a:</a>	Use information and feedback to refine understanding.
<a href="#">LAFS.8.SL.1.AP.1b:</a>	Use information and feedback to clarify meaning for readers.
<a href="#">LAFS.8.SL.1.AP.1c:</a>	Discuss how own view or opinion changes using new information provided by others.

[LAFS.8.SL.1.2:](#) Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

#### Related Access Points

Name	Description
<a href="#">LAFS.8.SL.1.AP.2a:</a>	Analyze the purpose of information presented in diverse media (e.g., visually, personal communication, periodicals, social media).
<a href="#">LAFS.8.SL.1.AP.2b:</a>	Identify the motives behind information presented in diverse media and formats (e.g., visually, personal communication, periodicals, social media).
<a href="#">LAFS.8.SL.1.AP.2c:</a>	Evaluate the motives and purpose behind information presented in diverse media and formats for persuasive reasons.

[LAFS.8.SL.1.3:](#) Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

#### Related Access Points

Name	Description
<a href="#">LAFS.8.SL.1.AP.3a:</a>	Evaluate the soundness of reasoning and the relevance and sufficiency of evidence provided in an argument.
<a href="#">LAFS.8.SL.1.AP.3b:</a>	Identify when irrelevant evidence is introduced within an argument.
<a href="#">LAFS.8.SL.1.AP.3c:</a>	Evaluate the soundness or accuracy (e.g., Does the author have multiple sources to validate information?) of reasons presented to support a claim.

[LAFS.8.SL.2.4:](#) Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

## Related Access Points

Name	Description
<a href="#">LAFS.8.SL.2.AP.4a</a>	Present claims and findings, emphasizing salient points in a coherent manner with relevant evidence.
<a href="#">LAFS.8.SL.2.AP.4b</a>	Report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details that support the main ideas.

### Make sense of problems and persevere in solving them.

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

### Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

### Use appropriate tools strategically.

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

### Attend to precision.

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.

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

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

[HE.8.C.2.4:](#) Critique school and public health policies that influence health promotion and disease prevention.

#### Remarks/Examples:

Speed-limit laws, immunization requirements, universal precautions, zero tolerance, report bullying, and cell phone/texting laws.

## Related Access Points

Name	Description
<a href="#">HE.8.C.2.In.d:</a>	Describe a school or public health policy that influences health promotion and disease prevention, such as speed-limit laws, immunization requirements, or universal precautions.
<a href="#">HE.8.C.2.Su.d:</a>	Recognize school and public-health policies that can influence health promotion and disease prevention, such as having immunization requirements and universal precautions.
<a href="#">HE.8.C.2.Pa.d:</a>	Recognize a school and a public-health policy that influences health promotion and disease prevention, such as having immunization requirements or universal precautions.

## Related Certifications

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

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

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

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

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

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

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

There are more than 408 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/15497>

# Career Education and Planning: 6-8 (#7821030)

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**Course Number:** 7821030

**Course Path: Section:** Exceptional Student

Education > **Grade Group:** Middle/Junior High >

**Subject:** Academics - Subject Areas >

**Abbreviated Title:** CAR ED PLAN: 6-8

**Course Length:** Semester (S)

**Course Attributes:**

- Class Size Core Required

**Course Status:** Course Approved

## VERSION DESCRIPTION

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

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

### Understanding the Workplace

- 1.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
- 2.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 3.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
- 4.0 Appraise how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

### Self- Awareness

- 5.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
- 6.0 Identify five values that they consider important in making a career choice.
- 7.0 Identify skills needed for career choices and match to personal abilities.
- 8.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
- 9.0 Identify strengths and areas in which assistance is needed at school.
- 10.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

### Exploring Careers

- 11.0 Demonstrate the ability to locate, understand, and use career information.
- 12.0 Use the Internet to access career and education planning information.
- 13.0 Identify skills that are transferable from one occupation to another.
- 14.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/ training requirements.
- 15.0 Explain the relationship between educational achievement and career success.

### Goal Setting and Decision-Making

- 16.0 Identify and demonstrate use of steps to make career decisions.
- 17.0 Identify and demonstrate processes for making short and long term goals.

### Workplace Skills

- 18.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.
- 19.0 Demonstrate skills to interact positively with others.
- 20.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.

### Career and Education Planning

- 21.0 Identify secondary and postsecondary school courses and electives that meet tentative career plans.
- 22.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.
- 23.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.
- 24.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.
- 25.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.
- 26.0 Describe how extracurricular programs can be incorporated in career and education planning.
- 27.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.
- 28.0 Describe high school credits and explain how GPAs are calculated.

### Job Search

- 29.0 Demonstrate skills to complete a job application.
- 30.0 Demonstrate skills essential for a job interview.

## GENERAL NOTES

**A. Major Concepts/Content.** The purpose of this course is to develop the knowledge and skills to enable students with disabilities to design and begin to implement personal plans for achieving their desired postschool outcomes. Emphasis should be placed on exploring careers and gaining knowledge about the expectations, skills, and training required by various careers. The personal plans may address all critical transition service areas, including instruction, related services, community experiences, employment, postschool adult living, and, if needed, daily living skills and functional vocational evaluation.

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

- personal and career planning
- information about careers
- diploma options and post-secondary education
- community involvement and participation
- personal care
- interpersonal relationships
- communication
- use of leisure time

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

### English Language Development (ELD) Standards Special Notes Section:

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

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

## Course Standards

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

## Related Certifications

<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Speech Correction (Elementary and Secondary Grades K-12)</a>
<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Occupational Therapy (Elementary and Secondary Grades K-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Speech Language Impaired Associate (Elementary and Secondary Grades K-12)</a>
<a href="#">Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Hearing Impaired (Grades K-12)</a>
<a href="#">Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Visually Impaired (Elementary and Secondary Grades K-12)</a>
<a href="#">Speech Language Impaired (Elementary and Secondary Grades K-12)</a>

# Hospital and Homebound Instructional Services: 6-8 (#7855020)

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<b>Course Number:</b> 7855020	<b>Course Path: Section:</b> Exceptional Student Education > <b>Grade Group:</b> Middle/Junior High > <b>Subject:</b> Therapy > <b>Abbreviated Title:</b> HH INST SER: 6-8 <b>Course Length:</b> Not Applicable <b>Course Attributes:</b> <ul style="list-style-type: none"><li>• Class Size Core Required</li></ul>
<b>Course Status:</b> Course Approved	
<b>Grade Level(s):</b> 6,7,8	

## VERSION DESCRIPTION

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

**B. Special Note.** None.

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

## GENERAL NOTES

### English Language Development (ELD) Standards Special Notes Section:

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

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

## QUALIFICATIONS

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

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

## Course Standards

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

# Advanced Academics: 6-8 (#7855040)

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

<b>Course Number:</b> 7855040	<b>Course Path: Section:</b> Exceptional Student Education > <b>Grade Group:</b> Middle/Junior High > <b>Subject:</b> Academics-General > <b>Abbreviated Title:</b> ADV ACAD: 6-8 <b>Course Length:</b> Year (Y) <b>Course Attributes:</b> <ul style="list-style-type: none"><li>• Class Size Core Required</li><li>• Highly Qualified Teacher (HQT) Required</li></ul>
<b>Course Status:</b> Course Approved	
<b>Grade Level(s):</b> 6,7,8	

## GENERAL NOTES

This course is designed to enable exceptional students to acquire and apply the skills and abilities needed to enhance academic achievement through experiences which provide enrichment, in-depth learning, and /or accelerated study of academic curriculum requirements. Students who are gifted have learning needs that go beyond what is traditionally offered in the regular classroom. The nature of their abilities, demonstrated or latent, requires differentiated learning experiences and opportunities for them to maximize their potential. Teachers need to develop the depth and quality of their students' experiences while adjusting the pace to meet individual needs.

This course is meant to be used at each 6-8 grade level and has been designed for the teacher to select and teach only the appropriate standards corresponding to a student's individual instructional needs.

Major Concepts/Content. The purpose of this course is to provide appropriately individualized curricula for students who are gifted.

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

- higher-order thinking skills
- independent learning
- application of acquired knowledge
- high-level communication
- career exploration
- leadership
- self-awareness

English Language Development (ELD) Standards Special Notes Section:

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

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

## VERSION REQUIREMENTS

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Special Note:** As students progress from one grade-level course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in their application and use. Scaffolded learning opportunities are to be provided for students to develop and apply the critical skills of discourse analysis, synthesis, and evaluation.

## QUALIFICATIONS

Certificate holder must be certified in the academic subject area being taught, in addition to the Gifted Endorsement requirement.

## Course Standards

Integrate Florida Standards for Mathematical Practice (MP) as applicable.

- MACC.K12.MP.1.1 Make sense of problems and persevere in solving them.
- MACC.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MACC.K12.MP.5.1 Use appropriate tools strategically.
- MACC.K12.MP.6.1 Attend to precision.

Name	Description
G.K12.1.1.1a:	<b>Nature of Knowledge - Know:</b> Locate and list the general divisions of knowledge, i.e., art, science, humanities, etc., and recognize integrated fields and disciplines.
G.K12.1.1.1b:	<b>Nature of Knowledge - Understand:</b> Identify and define a field of interest and analyze how the field is organized by explaining what criteria define the discipline and how those criteria are organized and divided.
G.K12.1.1.1c:	<b>Nature of Knowledge - Perform:</b> Differentiate fact, concept, theory, and principle and employ each in developing meaning and knowledge.
G.K12.1.1.1d:	<b>Nature of Knowledge - Accomplish:</b> Construct own meaning within a chosen field and offer new contributions to this respective field of study.
G.K12.1.1.2a:	<b>Basic Research - Know:</b> Identify and locate basic reference sources that support general research in several disciplines.
G.K12.1.1.2b:	<b>Basic Research - Understand:</b> Analyze the relevance and usefulness of primary and secondary references while identifying how fields are organized and subdivided.
G.K12.1.1.2c:	<b>Basic Research - Perform:</b> Use multiple primary and secondary sources to analyze, synthesize, and evaluate relevant persons, places, events, or beliefs that are dominant in a field.
G.K12.1.1.2d:	<b>Basic Research - Accomplish:</b> Use a variety of professional journals, professional databases, and college textbooks to make connections between and/or among fields of discipline.
G.K12.1.1.3a:	<b>Manipulation of Data - Know:</b> Manipulate data in order to determine contributions of the discipline to the community and world.
G.K12.1.1.3b:	<b>Manipulation of Data - Understand:</b> Seek and identify connections between fields to make sense of patterns and trends.
G.K12.1.1.3c:	<b>Manipulation of Data - Perform:</b> Construct research questions that help interpret the effects of major trends and issues over time.
G.K12.1.1.3d:	<b>Manipulation of Data - Accomplish:</b> Develop themes and connections across historical events, periods, and fields.
G.K12.1.1.4a:	<b>Organization of Data - Know:</b> Create or select an existing system for organizing data in a sequence.
G.K12.1.1.4b:	<b>Organization of Data - Understand:</b> Construct an organizational system (i.e., knowledge tree, graphic organizer, or diagram) that represents and illustrates the organization in a field of study and the subdivisions within that field.
G.K12.1.1.4c:	<b>Organization of Data - Perform:</b> Identify and illustrate themes, patterns, and structures that define an area of study.
G.K12.1.1.4d:	<b>Organization of Data - Accomplish:</b> Challenge (and defend or justify the challenge) accepted bodies of knowledge and organizational methodologies.
G.K12.1.2.1a:	<b>Conceptual Frameworks - Know:</b> Formulate questions to determine the relevance of the skills and knowledge required of a discipline.
G.K12.1.2.1b:	<b>Conceptual Frameworks - Understand:</b> Demonstrate understanding of conceptual themes and their organizational opportunities within a body of knowledge.
G.K12.1.2.1c:	<b>Conceptual Frameworks - Perform:</b> Create graphic organizers that organize the logical sequences of key conceptual themes in a field of study.
G.K12.1.2.1d:	<b>Conceptual Frameworks - Accomplish:</b> Analyze data and research methods used and developed by scholars within a field; internalize conceptual themes of that (those) discipline(s).
G.K12.1.2.1e:	<b>Conceptual Frameworks - Know:</b> Identify established rules or laws (principles) of nature which impact daily life and draw conclusions regarding their role in the world of work.
G.K12.1.2.1f:	<b>Conceptual Frameworks - Understand:</b> Differentiate similarities and differences between functional concepts and principles within a field.
G.K12.1.2.1g:	<b>Conceptual Frameworks - Perform:</b> Assimilate the often conflicting nature of knowledge generated within integrated disciplines.
G.K12.1.2.1h:	<b>Conceptual Frameworks - Accomplish:</b> Critique accepted conventions and rules and identify ambiguity.
G.K12.1.2.2a:	<b>Components and Methodologies - Know:</b> Identify and use terminology authentic to a chosen discipline of knowledge.
G.K12.1.2.2b:	<b>Components and Methodologies - Understand:</b> Create a list of the methodological skills and processes (general and specific) used by practicing professionals in a field.
G.K12.1.2.2c:	<b>Components and Methodologies - Perform:</b> Demonstrate an understanding of and delineate the diversity of language, tools, and methodologies between and among disciplines.
G.K12.1.2.2d:	<b>Components and Methodologies - Accomplish:</b> Experiment with a variety of methods to analyze data to develop greater understanding.
G.K12.1.2.3a:	<b>Conceptual Connections - Know:</b> Identify essential principles that govern and drive a series of key concepts in a chosen field.
G.K12.1.2.3b:	<b>Conceptual Connections - Understand:</b> Demonstrate foundational knowledge of various fields and disciplines.
G.K12.1.2.3c:	<b>Conceptual Connections - Perform:</b> Analyze and synthesize concepts and principles within a discipline in order to isolate essential concepts and identify macroconcepts.
G.K12.1.2.3d:	<b>Conceptual Connections - Accomplish:</b> Apply and transfer understanding to other disciplines.
G.K12.1.3.1a:	<b>Skill Development - Know:</b> Locate relevant information about varied professionals and identify personal strengths that may contribute to the field.
G.K12.1.3.1b:	<b>Skill Development - Understand:</b> Compare and contrast job descriptions, methods of working, and challenges faced by various practicing professionals to determine relevance to personal needs and goals.
G.K12.1.3.1c:	<b>Skill Development - Perform:</b> Use and refine the skills and methods of a professional in a discipline.
G.K12.1.3.1d:	<b>Skill Development - Accomplish:</b> Seek an understanding of the ethical issues and standards that frame a discipline.
G.K12.1.3.2a:	<b>Management of Data for Research - Know:</b> Identify a list of methods manuals, "How To" books, and other resources to research methodologies used by practitioners.
G.K12.1.3.2b:	<b>Management of Data for Research - Understand:</b> Compare and contrast general and specific methods of research used by practitioners to seek answers to viable professional questions.
G.K12.1.3.2c:	<b>Management of Data for Research - Perform:</b> Use appropriate data gathering instruments needed for a research study.
G.K12.1.3.2d:	<b>Management of Data for Research - Accomplish:</b> Apply the scientific method naturally, i.e., identify routine problem areas, focus the problem, state hypotheses, locate resources, classify and organize data, draw conclusions, and report findings.

G.K12.1.3.3a:	<b>Investigative Methodologies - Know:</b> Identify content area specialists to establish a sense of cause and effect within a field.
G.K12.1.3.3b:	<b>Investigative Methodologies - Understand:</b> Understand, identify, and analyze relationships among variables, constants, and controls in research.
G.K12.1.3.3c:	<b>Investigative Methodologies - Perform:</b> Apply the indicators that reflect quality in a field and understand how the field measures success.
G.K12.1.3.3d:	<b>Investigative Methodologies - Accomplish:</b> Challenge existing theories, principles, and rules through research and experimentation.
G.K12.1.3.4a:	<b>Support Structures - Know:</b> Recognize and identify the need for support structures found within a designated field of study and establish the nature of specific supports.
G.K12.1.3.4b:	<b>Support Structures - Understand:</b> Recognize the values and perspectives of those who hold opposing views within the discipline.
G.K12.1.3.4c:	<b>Support Structures - Perform:</b> Interview content area specialists to verify the application of methodologies incorporated in a study.
G.K12.1.3.4d:	<b>Support Structures - Accomplish:</b> Collaborate with professionals, experts, and others in the field to advance research, development, and understanding in the field.
G.K12.2.1.1a:	<b>The Nature of Questions - Know:</b> Identify questions as seeking basic information and facts in singular disciplines.
G.K12.2.1.1b:	<b>The Nature of Questions - Understand:</b> See potential for questions to explore broader aspects of knowledge, moving toward speculative and evaluative aspects.
G.K12.2.1.1c:	<b>The Nature of Questions - Perform:</b> Recognize that questions connect disciplines and build better frameworks for thinking.
G.K12.2.1.1d:	<b>The Nature of Questions - Accomplish:</b> Seek and use questions that connect divergent disciplines in order to expand understanding.
G.K12.2.1.2a:	<b>The Importance of Questions - Know:</b> Identify and situate questions within a singular discipline's method of inquiry.
G.K12.2.1.2b:	<b>The Importance of Questions - Understand:</b> Analyze and synthesize questions that connect methods of inquiry in different disciplines.
G.K12.2.1.2c:	<b>The Importance of Questions - Perform:</b> Order/categorize questions that link divergent disciplines and frame different inquiry methods.
G.K12.2.1.2d:	<b>The Importance of Questions - Accomplish:</b> Use questions that frame inquiry within divergent disciplines in order to understand the links between and/or among the disciplines.
G.K12.2.1.3a:	<b>The Power of Questions - Know:</b> Explain the function of questions within singular disciplines.
G.K12.2.1.3b:	<b>The Power of Questions - Understand:</b> Understand the function of questions to connect multiple disciplines.
G.K12.2.1.3c:	<b>The Power of Questions - Perform:</b> Demonstrate an initial use of questions to drive critical thought within a discipline.
G.K12.2.1.3d:	<b>The Power of Questions - Accomplish:</b> Manifest an understanding of the integrative nature and function of questions that drive inquiry in multiple disciplines.
G.K12.2.2.1a:	<b>Question Creation - Know:</b> Create questions that drive factual exploration within singular disciplines.
G.K12.2.2.1b:	<b>Question Creation - Understand:</b> Unite questions that drive broader exploration within disciplines.
G.K12.2.2.1c:	<b>Question Creation - Perform:</b> Manipulate ideas to create and organize questions that drive inquiry and connect divergent disciplines.
G.K12.2.2.1d:	<b>Question Creation - Accomplish:</b> Use questions that link divergent disciplines to develop personal understandings of experiences.
G.K12.2.2.2a:	<b>Questions and Inquiry - Know:</b> Explain the kind of information questions seek.
G.K12.2.2.2b:	<b>Questions and Inquiry - Understand:</b> Explain how the questions limit and/or expand the nature of the exploration.
G.K12.2.2.2c:	<b>Questions and Inquiry - Perform:</b> Use questions to refocus the nature of the inquiry.
G.K12.2.2.2d:	<b>Questions and Inquiry - Accomplish:</b> Use questions to situate personal interest and background within the inquiry.
G.K12.2.3.1a:	<b>Questions Scrutinized - Know:</b> Recognize the quality of questions (both identified and created) that frame singular disciplinary inquiry.
G.K12.2.3.1b:	<b>Questions Scrutinized - Understand:</b> Explain the quality of questions (both identified and created) that work to expand inquiry into integrated disciplines.
G.K12.2.3.1c:	<b>Questions Scrutinized - Perform:</b> Evaluate questions (both identified and created) as a regular component of personal research and exploration.
G.K12.2.3.1d:	<b>Questions Scrutinized - Accomplish:</b> Explore the nature of questioning, always aware that better questions deliver the potential for more complete information.
G.K12.2.3.2a:	<b>Questions Revised - Know:</b> Refine questions as directed so they explore a clearer line of inquiry within a single discipline.
G.K12.2.3.2b:	<b>Questions Revised - Understand:</b> Synthesize questions as directed so they explore a clearer line of inquiry and integrate disciplines.
G.K12.2.3.2c:	<b>Questions Revised - Perform:</b> Develop questions spontaneously and independently while conducting personal research and exploration.
G.K12.2.3.2d:	<b>Questions Revised - Accomplish:</b> Refine questions as a general practice or characteristic of intellectual pursuit.
G.K12.3.1.1a:	<b>Cooperative Research - Know:</b> Participate in a cooperative group to solve problems and/or complete a research project.
G.K12.3.1.1b:	<b>Cooperative Research - Understand:</b> Demonstrate ethical leadership and/or teamwork within a research workgroup.
G.K12.3.1.1c:	<b>Cooperative Research - Perform:</b> Work cooperatively with peers from a variety of perspectives and abilities while obtaining valid research and/or products from research.
G.K12.3.1.1d:	<b>Cooperative Research - Accomplish:</b> Integrate a variety of appropriate components uncovered from cooperative research within a field of study.
G.K12.3.1.2a:	<b>Scientific Method - Know:</b> Demonstrate the ability to gather and document data relevant to scientific investigations using the scientific method.
G.K12.3.1.2b:	<b>Scientific Method - Understand:</b> Analyze the impact or effect of chosen alternatives (variables) within the scientific method.
G.K12.3.1.2c:	<b>Scientific Method - Perform:</b> Construct scientific research using proper protocol for scientific study.
G.K12.3.1.2d:	<b>Scientific Method - Accomplish:</b> Use scientific method to produce products or solutions to problems in a research setting and in a non-research setting.
G.K12.3.1.3a:	<b>Research Tools - Know:</b> Recognize organizational tools used for research in a variety of fields.
G.K12.3.1.3b:	<b>Research Tools - Understand:</b> Use organizational strategies to generate ideas for research and/or creative products.
G.K12.3.1.3c:	<b>Research Tools - Perform:</b> Communicate results of research using the established organizational tools within a field of study.
G.K12.3.1.3d:	<b>Research Tools - Accomplish:</b> Create unique tools that incorporate a variety of methods of communication/ organization for the clarification of others about a field of study.
G.K12.3.2.1a:	<b>Information in Multiple Contexts - Know:</b> Identify and locate information available in a multitude of places, including newspapers, magazines, catalogues, Internet directories, time schedules, and media, all of which include local, state, national, and/or international sources.
G.K12.3.2.1b:	<b>Information in Multiple Contexts - Understand:</b> Analyze the relevance and usefulness of information for the completion of a specific task.
G.K12.3.2.1c:	<b>Information in Multiple Contexts - Perform:</b> Generate, classify, and evaluate ideas, objects, and/or events in a unique way to construct original projects that illustrate solutions to real-world problems and concerns.
G.K12.3.2.1d:	<b>Information in Multiple Contexts - Accomplish:</b> Assemble ideas, objects, and/or events from a variety of sources (primary and secondary) to conduct research in a field of study.
G.K12.3.2.1e:	<b>Information in Multiple Contexts - Know:</b> Use a systematic approach to locate information from a variety of reference materials, including the use of parts of a book,(e.g., table of contents, index, appendices, glossary, index, title page).
G.K12.3.2.1f:	<b>Information in Multiple Contexts - Understand:</b> Use appropriate accurate information for research and experimentation to create an original work.
G.K12.3.2.1g:	<b>Information in Multiple Contexts - Perform:</b> Use multiple secondary and primary sources to analyze, synthesize, and evaluate relevant details and facts to examine relationships, infer meanings, define relationships, and predict outcomes.

G.K12.3.2.1h:	<b>Information in Multiple Contexts - Accomplish:</b> Analyze and synthesize information and concepts contained in multiple sources and communicates results in a unique way, i.e., designing a better model or creating a simulation.
G.K12.3.3.1a:	<b>Deductive and Inductive Reasoning - Know:</b> Demonstrate the ability to retrieve information from a reliable data base.
G.K12.3.3.1b:	<b>Deductive and Inductive Reasoning - Understand:</b> Describe the nature of an argument, the degree of ambiguity, and the source (deductive/inductive) of the argument's authority.
G.K12.3.3.1c:	<b>Deductive and Inductive Reasoning - Perform:</b> Critique and defend statements of deductive and inductive reasoning.
G.K12.3.3.1d:	<b>Deductive and Inductive Reasoning - Accomplish:</b> Implement deductive and/or inductive reasoning within discussion and/or product development in a field of study.
G.K12.3.3.1e:	<b>Deductive and Inductive Reasoning - Know:</b> Define deductive and inductive reasoning and distinguish the different thought processes each uses.
G.K12.3.3.1f:	<b>Deductive and Inductive Reasoning - Understand:</b> Explain whether an argument depends on ambiguity, a shift in the line of reasoning, or whether the alleged authority is reliable.
G.K12.3.3.1g:	<b>Deductive and Inductive Reasoning - Perform:</b> Evaluate judgments made within the context of an argument.
G.K12.3.3.1h:	<b>Deductive and Inductive Reasoning - Accomplish:</b> Bring consistent use of different reasoning types to active study and research in a field.
G.K12.3.3.2a:	<b>Fact versus Opinion - Know:</b> Identify fact and opinion and recognizes the important implications for each.
G.K12.3.3.2b:	<b>Fact versus Opinion - Understand:</b> Juxtapose opinions and facts from multiple sources to support or validate conclusions.
G.K12.3.3.2c:	<b>Fact versus Opinion - Perform:</b> Analyze opinions and facts of experts within a research field.
G.K12.3.3.2d:	<b>Fact versus Opinion - Accomplish:</b> Create, defend, and adapt opinions developed after the analysis of data within a variety of fields.
G.K12.3.4.1a:	<b>Ethics - Know:</b> Identify ethical concerns related to the use of knowledge (copyright, security, integrity, piracy, privacy, etc.).
G.K12.3.4.1b:	<b>Ethics - Understand:</b> Explain ethical standards in regard to intellectual effects on research outcomes.
G.K12.3.4.1c:	<b>Ethics - Perform:</b> Clarify and develop a personal ethic regarding critical research.
G.K12.3.4.1d:	<b>Ethics - Accomplish:</b> Analyze the use of ethical protocol as it pertains to real-world problems and concerns.
G.K12.4.1.1a:	<b>Problem Investigation - Know:</b> Recognize multiple problems within a complex issue; poses research questions.
G.K12.4.1.1b:	<b>Problem Investigation - Understand:</b> Categorize and prioritize identified problems within a complex issue; generate hypotheses.
G.K12.4.1.1c:	<b>Problem Investigation - Perform:</b> Use established criteria to focus the problem statement and generate solutions.
G.K12.4.1.1d:	<b>Problem Investigation - Accomplish:</b> Propose new avenues for research of existing and future related problems.
G.K12.4.1.2a:	<b>Multiple Perspectives - Know:</b> Acknowledge diverse viewpoints of a problem.
G.K12.4.1.2b:	<b>Multiple Perspectives - Understand:</b> Compare and contrast multiple perspectives of a problem.
G.K12.4.1.2c:	<b>Multiple Perspectives - Perform:</b> Integrate multiple points of view into a problem statement.
G.K12.4.1.2d:	<b>Multiple Perspectives - Accomplish:</b> Restructure the problem statement to reflect new perspectives.
G.K12.4.1.3a:	<b>Supportive Constructs - Know:</b> Generate an effective argument on each side of a problem.
G.K12.4.1.3b:	<b>Supportive Constructs - Understand:</b> Develop multiple supporting statements from different perspectives.
G.K12.4.1.3c:	<b>Supportive Constructs - Perform:</b> Communicate supportive evidence convincingly in multiple formats.
G.K12.4.1.3d:	<b>Supportive Constructs - Accomplish:</b> Defend, challenge, and articulate points of view using available resources; develop effective rebuttals.
G.K12.4.1.4a:	<b>Solution Finding - Know:</b> Propose multiple solutions to a problem within varied categories (i.e., social, technological, educational, environmental, political).
G.K12.4.1.4b:	<b>Solution Finding - Understand:</b> Establish and apply criteria for evaluation of solutions.
G.K12.4.1.4c:	<b>Solution Finding - Perform:</b> Create original solutions and products based on evaluated criteria; analyze possible consequences and impacts; test conclusions to improve ideas.
G.K12.4.1.4d:	<b>Solution Finding - Accomplish:</b> Extend solutions to aid in solving future problems; seek alternative innovative outcomes or solutions.
G.K12.4.1.5a:	<b>Creative Thinking - Know:</b> Generate numerous and varied ideas to solve a real-world problem (fluency and flexibility).
G.K12.4.1.5b:	<b>Creative Thinking - Understand:</b> Synthesize unique alternatives to solve a problem (originality).
G.K12.4.1.5c:	<b>Creative Thinking - Perform:</b> Elaborate ideas through collaborative processes with colleagues.
G.K12.4.1.5d:	<b>Creative Thinking - Accomplish:</b> Evaluate and modify ideas and products to improve usefulness.
G.K12.4.2.1a:	<b>Data Analysis - Know:</b> Locate information and data sources relative to a complex, real-world problem.
G.K12.4.2.1b:	<b>Data Analysis - Understand:</b> Make decisions about the usefulness of data to filter out extraneous information.
G.K12.4.2.1c:	<b>Data Analysis - Perform:</b> Use a variety of tools and techniques to organize data to draw conclusive statements.
G.K12.4.2.1d:	<b>Data Analysis - Accomplish:</b> Perform data analysis using tools of practicing professionals for a specific intent.
G.K12.4.2.2a:	<b>Forecasting Solutions - Know:</b> Identify patterns within related facts and information.
G.K12.4.2.2b:	<b>Forecasting Solutions - Understand:</b> Organize facts and information using various methods to predict potential outcomes.
G.K12.4.2.2c:	<b>Forecasting Solutions - Perform:</b> Use forecasting tools to evaluate possible solutions.
G.K12.4.2.2d:	<b>Forecasting Solutions - Accomplish:</b> Anticipate and plan for possible, probable, and preferable future outcomes.
G.K12.4.2.3a:	<b>Critical Thinking - Know:</b> Distinguish between fact and opinion in a variety of sources.
G.K12.4.2.3b:	<b>Critical Thinking - Understand:</b> Recognize bias and value statements in a variety of media.
G.K12.4.2.3c:	<b>Critical Thinking - Perform:</b> Use inductive and deductive thinking processes to draw conclusions.
G.K12.4.2.3d:	<b>Critical Thinking - Accomplish:</b> Analyze, interpret, and synthesize details and facts to examine relationships, infer meanings, and predict outcomes.
G.K12.4.2.4a:	<b>Ethics - Know:</b> Recognize the role of values in the development of attitudes about a complex problem.
G.K12.4.2.4b:	<b>Ethics - Understand:</b> Use knowledge of recognized ethical standards of various stakeholders to formulate problem statements and solutions.
G.K12.4.2.4c:	<b>Ethics - Perform:</b> Use the value system most common to a field of study to evaluate solutions and products.
G.K12.4.2.4d:	<b>Ethics - Accomplish:</b> Promote humane and respectful solutions to complex problems.
G.K12.4.3.1a:	<b>Evaluation - Know:</b> Recognize existing knowledge and attitudes about a complex problem.
G.K12.4.3.1b:	<b>Evaluation - Understand:</b> Analyze the impacts of existing knowledge and attitudes; identify personal assumptions and blind spots in approaching the problem.
G.K12.4.3.1c:	<b>Evaluation - Perform:</b> Identify knowledge gaps and inconsistencies to challenge existing attitudes and beliefs.
G.K12.4.3.1d:	<b>Evaluation - Accomplish:</b> Use multiple sources to affect change in generally accepted knowledge and attitudes.
G.K12.4.3.2a:	<b>Creative Methodology - Know:</b> Recognize contributions of inventors and innovators in multiple fields of accomplishment.
G.K12.4.3.2b:	<b>Creative Methodology - Understand:</b> Analyze and/or replicate methods used by creators and problem solvers in multiple fields.
G.K12.4.3.2c:	<b>Creative Methodology - Perform:</b> Create original products using various inventive strategies.
G.K12.4.3.2d:	<b>Creative Methodology - Accomplish:</b> Design original problem solving models for use in specific situations.
G.K12.4.3.2e:	<b>Creative Methodology - Know:</b> Identify a variety of problem solving methods.
G.K12.4.3.2f:	<b>Creative Methodology - Understand:</b> Differentiate the effectiveness of problem solving methods in a variety of settings.

G.K12.4.3.2g:	<b>Creative Methodology - Perform:</b> Apply appropriate methodologies for problem solving based on their usefulness.
G.K12.4.3.2h:	<b>Creative Methodology - Accomplish:</b> Reflect on adequacy of inventive processes and problem solving in various disciplines.
G.K12.4.3.3a:	<b>Communication - Know:</b> Identify stakeholders within a complex problem.
G.K12.4.3.3b:	<b>Communication - Understand:</b> Use multiple tools and techniques to target identified audiences; use precise language to explain positions.
G.K12.4.3.3c:	<b>Communication - Perform:</b> Use information about the stakeholders to develop convincing arguments to support solutions.
G.K12.4.3.3d:	<b>Communication - Accomplish:</b> Advocate convincingly to diverse audiences using sophisticated techniques (oral, written, technological) appropriate to the field and audience.
G.K12.5.1.1a:	<b>Consensus Building - Know:</b> Recognize the essential need to respect the ideas, feelings, and abilities of others.
G.K12.5.1.1b:	<b>Consensus Building - Understand:</b> Demonstrate a greater awareness of others through participation in programs and projects that emphasize service to others.
G.K12.5.1.1c:	<b>Consensus Building - Perform:</b> Use diverse individual beliefs and values of the group to design plans of action that address issues or problems.
G.K12.5.1.1d:	<b>Consensus Building - Accomplish:</b> Defend the results and gain support for a plan of action to address issues or problems within a diverse population.
G.K12.5.1.2a:	<b>Personal Qualities - Know:</b> Identify personal strengths and weaknesses that influence positive group dynamics.
G.K12.5.1.2b:	<b>Personal Qualities - Understand:</b> Recognize leadership patterns and behaviors that positively affect change in a group.
G.K12.5.1.2c:	<b>Personal Qualities - Perform:</b> Improve group performances through individual strengths and collaborative rules of courtesy and order.
G.K12.5.1.2d:	<b>Personal Qualities - Accomplish:</b> Analyze positive and negative aspects of leadership that drive the beliefs and values of a diverse group.
G.K12.5.1.2e:	<b>Personal Qualities - Know:</b> Identify personal abilities, talents, strengths and weaknesses for certain tasks, recognizing the power to influence one's own destiny.
G.K12.5.1.2f:	<b>Personal Qualities - Understand:</b> Compare and contrast the personal and academic goals of self and others in order to build cohesion.
G.K12.5.1.2g:	<b>Personal Qualities - Perform:</b> Demonstrate the ability to state personal preferences and support a personal point of view when contrary to the accepted view of others.
G.K12.5.1.2h:	<b>Personal Qualities - Accomplish:</b> Design, plan, and evaluate a plan of action to address an issue or problem of personal interest.
G.K12.5.1.3a:	<b>Conflict Resolution - Know:</b> Verbalize an awareness of the cause/effect relationship of his/her behavior within a group setting.
G.K12.5.1.3b:	<b>Conflict Resolution - Understand:</b> Generate a list of solutions to a group conflict, predicting possible concomitant results that might impact the group.
G.K12.5.1.3c:	<b>Conflict Resolution - Perform:</b> Implement conflict management and resolution techniques to bring about positive change.
G.K12.5.1.3d:	<b>Conflict Resolution - Accomplish:</b> Reflect upon the effectiveness of conflict management and resolution techniques used to develop strategies for future group problem solving.
G.K12.5.2.1a:	<b>Problem Solving - Know:</b> Identify characteristics that empower an individual to be a proficient, creative problem solver.
G.K12.5.2.1b:	<b>Problem Solving - Understand:</b> Recognize and emulate effective implementation of creative problem solving skills.
G.K12.5.2.1c:	<b>Problem Solving - Perform:</b> Simulate a creative problem solving encounter with a diverse group of individuals.
G.K12.5.2.1d:	<b>Problem Solving - Accomplish:</b> Analyze the productivity of the group's response to the problem following the conclusion of a creative problem solving experience.
G.K12.5.2.2a:	<b>Diversity - Know:</b> Identify in individuals the qualities of empathy and sensitivity to the ideas of others.
G.K12.5.2.2b:	<b>Diversity - Understand:</b> Promote diversity in talents and intellectual abilities of each member of the group.
G.K12.5.2.2c:	<b>Diversity - Perform:</b> Display flexibility when incorporating individual beliefs and values toward goal attainment.
G.K12.5.2.2d:	<b>Diversity - Accomplish:</b> Analyze diverse leadership styles of outstanding leaders and evaluate the impact to one's own personal leadership skills.
G.K12.5.2.3a:	<b>Self-awareness - Know:</b> Identify personal attributes as areas of strength or weakness.
G.K12.5.2.3b:	<b>Self-awareness - Understand:</b> Differentiate between individual strengths and weaknesses as motivators and/or limiters.
G.K12.5.2.3c:	<b>Self-awareness - Perform:</b> Demonstrate an understanding of positive self-worth and recognize limits in the emotional capacity of individuals.
G.K12.5.2.3d:	<b>Self-awareness - Accomplish:</b> Celebrate self-advocacy as a personal strength; accept weaknesses as an opportunity for change.
G.K12.5.3.1a:	<b>Group Dynamics - Know:</b> Adhere to the established rules of interaction in accepting and respecting consensus.
G.K12.5.3.1b:	<b>Group Dynamics - Understand:</b> Demonstrate the ability to convey to group members good decision making skills.
G.K12.5.3.1c:	<b>Group Dynamics - Perform:</b> Stimulate group discussion and decision making by asking appropriate questions.
G.K12.5.3.1d:	<b>Group Dynamics - Accomplish:</b> Direct the group through an analysis and synthesis of the final solution to the achievement of a project goal.
G.K12.5.3.2a:	<b>Communication - Know:</b> Convey information, concepts, and ideas using appropriate and advanced techniques.
G.K12.5.3.2b:	<b>Communication - Understand:</b> Show an awareness of the experiences, needs, and concerns of others in the communication process.
G.K12.5.3.2c:	<b>Communication - Perform:</b> Solidify group cohesion toward an assigned task using both verbal and non-verbal skills.
G.K12.5.3.2d:	<b>Communication - Accomplish:</b> Analyze and synthesize the presentation skills necessary to communicate ideas, information, concerns, and solutions to a project goal.
G.K12.5.3.3a:	<b>Technology - Know:</b> Identify appropriate technology to achieve a project goal.
G.K12.5.3.3b:	<b>Technology - Understand:</b> Demonstrate the ability to propose new uses for current technology.
G.K12.5.3.3c:	<b>Technology - Perform:</b> Integrate information systems in the problem solving process.
G.K12.5.3.3d:	<b>Technology - Accomplish:</b> Use information systems to identify and analyze trends and events in order to forecast future implications.
G.K12.5.3.4a:	<b>Cooperative Learning - Know:</b> Recognize positive interdependence as a basic tenet.
G.K12.5.3.4b:	<b>Cooperative Learning - Understand:</b> Convey an understanding of the importance of group cohesiveness and pride.
G.K12.5.3.4c:	<b>Cooperative Learning - Perform:</b> Demonstrate the ability to work with peers from a variety of cultures and ability levels respecting individual strengths, talents, and learning styles.
G.K12.5.3.4d:	<b>Cooperative Learning - Accomplish:</b> Display flexibility in the incorporation of individual beliefs and values in the completion of a goal while recognizing the diversity of group members.
G.K12.6.1.1a:	<b>Metacognition - Know:</b> Identify and use numerous tools to recognize personal strengths/weaknesses, learning styles/preferences.
G.K12.6.1.1b:	<b>Metacognition - Understand:</b> Interpret assessments and identify skills/abilities necessary for professional performance in a field of study.
G.K12.6.1.1c:	<b>Metacognition - Perform:</b> Recognize challenges and create goals for developing expertise in a field of study.
G.K12.6.1.1d:	<b>Metacognition - Accomplish:</b> Evaluate and refocus goals and the path to accomplishment through self-reflection and evaluation.
G.K12.6.1.2a:	<b>Learning Profile - Know:</b> Recognize the components of personal learning preferences.
G.K12.6.1.2b:	<b>Learning Profile - Understand:</b> Reflect on learning/work preferences to identify themes and changes over time.
G.K12.6.1.2c:	<b>Learning Profile - Perform:</b> Compare how components of learning preferences align with professionals in a field of study.
G.K12.6.1.2d:	<b>Learning Profile - Accomplish:</b> Use learning/work preferences to develop products in one or more disciplines.
G.K12.6.1.3a:	<b>Acceptance of Challenge - Know:</b> Recognize the need to accomplish tasks in areas of both strength and weakness.
G.K12.6.1.3b:	<b>Acceptance of Challenge - Understand:</b> Identify strategies and resources to overcome obstacles.

G.K12.6.1.3c:	<b>Acceptance of Challenge - Perform:</b> Return to a task that was not successful; evaluate alternatives and seek support from outside resources.
G.K12.6.1.3d:	<b>Acceptance of Challenge - Accomplish:</b> Seek opportunities to try new experiences in areas of strengths and weaknesses.
G.K12.6.1.4a:	<b>Evaluation - Know:</b> Use evaluation of previous tasks to improve performance.
G.K12.6.1.4b:	<b>Evaluation - Understand:</b> Review progress toward accepting challenges in various areas.
G.K12.6.1.4c:	<b>Evaluation - Perform:</b> Reflect on failures and successes through self evaluation; acknowledge constructive criticism.
G.K12.6.1.4d:	<b>Evaluation - Accomplish:</b> Solicit feedback from professionals related to projects and synthesize critiques into personal growth.
G.K12.6.2.1a:	<b>Independence - Know:</b> Recognize the need to set goals for assigned tasks.
G.K12.6.2.1b:	<b>Independence - Understand:</b> Systematically approach setting and modifying goals with support from teachers and/or peers.
G.K12.6.2.1c:	<b>Independence - Perform:</b> Document failures as a learning tool and alter plans when appropriate.
G.K12.6.2.1d:	<b>Independence - Accomplish:</b> Incorporate a system of goal-setting as a lifelong learner.
G.K12.6.2.2a:	<b>Self-Motivation - Know:</b> Follow directions to complete a task.
G.K12.6.2.2b:	<b>Self-Motivation - Understand:</b> Take initiative to complete tasks.
G.K12.6.2.2c:	<b>Self-Motivation - Perform:</b> Demonstrate persistence in returning to tasks and overcoming obstacles; adhere to timelines and other benchmarks.
G.K12.6.2.2d:	<b>Self-Motivation - Accomplish:</b> Strive for professional quality in self-selected projects and performances.
G.K12.6.2.3a:	<b>Priority - Know:</b> Identify a number of long and short-term goals and distinguishes between them.
G.K12.6.2.3b:	<b>Priority - Understand:</b> Prioritize goals by importance, time, resources, and sustainability.
G.K12.6.2.3c:	<b>Priority - Perform:</b> Evaluate and anticipate how controllable and non-controllable events and behavior affect goal achievement.
G.K12.6.2.3d:	<b>Priority - Accomplish:</b> Exercise visionary thinking and focus on the future to adjust and readjust goals.
G.K12.6.2.4a:	<b>Critical Reflection - Know:</b> Identify assumptions, beliefs, values, cultural practices, and social structures to assess impact.
G.K12.6.2.4b:	<b>Critical Reflection - Understand:</b> Analyze assumptions in relation to specific historical and cultural context.
G.K12.6.2.4c:	<b>Critical Reflection - Perform:</b> Propose alternative ways of thinking to challenge prevailing ways of knowing and acting.
G.K12.6.2.4d:	<b>Critical Reflection - Accomplish:</b> Question patterns of action to establish truth or viability of a proposition or action.
G.K12.6.3.1a:	<b>Communication - Know:</b> Communicate recognition of personal growth in areas of weakness and areas of strength.
G.K12.6.3.1b:	<b>Communication - Understand:</b> Use appropriate and field-specific language to describe challenges in a variety of areas; goals are well-defined and specific.
G.K12.6.3.1c:	<b>Communication - Perform:</b> Design oral and written plans to set goals and identify steps toward goal achievement and use those plans in work.
G.K12.6.3.1d:	<b>Communication - Accomplish:</b> Reflect on appropriateness of designed goal-setting plans; alter plans when appropriate; make future plans for goal achievement based on successes/failures.
G.K12.6.3.2a:	<b>Talent Development - Know:</b> Identify stages of talent development within a body of content.
G.K12.6.3.2b:	<b>Talent Development - Understand:</b> Evaluate personal levels of achievement and align them with levels of talent development.
G.K12.6.3.2c:	<b>Talent Development - Perform:</b> Produce high-quality products and performances that advance through a field's level of talent development.
G.K12.6.3.2d:	<b>Talent Development - Accomplish:</b> Develop products and performances of professional quality through individual strengths in relationship to fields of study.
G.K12.6.3.3a:	<b>Action Plan Components - Know:</b> Demonstrate knowledge of steps toward goal achievement.
G.K12.6.3.3b:	<b>Action Plan Components - Understand:</b> Develop goals and objectives that are realistic and systematic.
G.K12.6.3.3c:	<b>Action Plan Components - Perform:</b> Action plans include appropriate allocation of time, money, materials, and other resources.
G.K12.6.3.3d:	<b>Action Plan Components - Accomplish:</b> Action plan include components of evaluation, multiplicity of solutions to overcome obstacles, and recruitment of supporters and resources.
G.K12.6.3.4a:	<b>Social Context - Know:</b> Recognize how goals of self and others interconnect.
G.K12.6.3.4b:	<b>Social Context - Understand:</b> Establish goals for self that acknowledge goals of peers and others.
G.K12.6.3.4c:	<b>Social Context - Perform:</b> Assume responsibility for developing and managing goals that contribute to personal and group attainment.
G.K12.6.3.4d:	<b>Social Context - Accomplish:</b> Incorporate multiple points of view to develop long-term personal and collective goals in various contexts (educational, social, political, career).
G.K12.7.1.1a:	<b>Audience Recognition - Know:</b> Identify an authentic audience based on set criteria related to a specific topic.
G.K12.7.1.1b:	<b>Audience Recognition - Understand:</b> Communicate recognition of audience members' strengths and needs.
G.K12.7.1.1c:	<b>Audience Recognition - Perform:</b> React and refine performance based on audiences' strengths and needs.
G.K12.7.1.1d:	<b>Audience Recognition - Accomplish:</b> Communicate intentional reaction to subtle and overt feedback from audience.
G.K12.7.1.2a:	<b>Communication - Know:</b> Prepare and execute practiced performance to communicate ideas.
G.K12.7.1.2b:	<b>Communication - Understand:</b> Integrate ideas with visual supports to emphasize key point(s) in a performance.
G.K12.7.1.2c:	<b>Communication - Perform:</b> Identify personal presentation style and adapt that style to different purposes, moods, tones.
G.K12.7.1.2d:	<b>Communication - Accomplish:</b> Demonstrate evidence of refining a performance to communicate personal style.
G.K12.7.1.3a:	<b>Advanced Presentation - Know:</b> Use advanced language and symbol systems to communicate ideas.
G.K12.7.1.3b:	<b>Advanced Presentation - Understand:</b> Evaluate the personal preferences of others related to language and symbol systems.
G.K12.7.1.3c:	<b>Advanced Presentation - Perform:</b> Evaluate self in the area of presentation, language, and symbol systems.
G.K12.7.1.3d:	<b>Advanced Presentation - Accomplish:</b> Based on evaluation, revise and adapt presentation, language, and symbol systems for specific and various audiences.
G.K12.7.1.4a:	<b>Problem Solving - Know:</b> Create product to solve a problem or communicate a perspective.
G.K12.7.1.4b:	<b>Problem Solving - Understand:</b> Use strategies or tools of persuasion to resolve an issue or communicate a perspective.
G.K12.7.1.4c:	<b>Problem Solving - Perform:</b> Create specific strategies targeted at opposing viewpoints/perspectives.
G.K12.7.1.4d:	<b>Problem Solving - Accomplish:</b> Address critics with prepared, defensible arguments that effectively defend solutions.
G.K12.7.2.1a:	<b>Inventive Thinking - Know:</b> Generate ways to improve an existing product using two related sources.
G.K12.7.2.1b:	<b>Inventive Thinking - Understand:</b> Create an original product for a specific audience using inductive and deductive reasoning.
G.K12.7.2.1c:	<b>Inventive Thinking - Perform:</b> Create a product with defined rationale using multiple sources from varied fields or disciplines.
G.K12.7.2.1d:	<b>Inventive Thinking - Accomplish:</b> Create and defend a product using multiple sources that can be used in and across fields/disciplines.
G.K12.7.2.2a:	<b>Metaphorical Promotion - Know:</b> Create a statement or product using two related ideas to strengthen the message.
G.K12.7.2.2b:	<b>Metaphorical Promotion - Understand:</b> Illustrate a new concept using two or more related ideas innovatively.
G.K12.7.2.2c:	<b>Metaphorical Promotion - Perform:</b> Create two seemingly unrelated or opposing ideas to reflect an in-depth understanding of an issue, concept, or principle.
G.K12.7.2.2d:	<b>Metaphorical Promotion - Accomplish:</b> Incorporate multiple sources from varied perspectives to create and test a novel theory.
G.K12.7.2.3a:	<b>Praxis - Know:</b> Generate multiple solutions to a given problem.

<a href="#">G.K12.7.2.3b:</a>	<b>Praxis - Understand:</b> Generate a new, personal concept by synthesizing multiple solutions and multiple perspectives.
<a href="#">G.K12.7.2.3c:</a>	<b>Praxis - Perform:</b> Create a new personal theory by synthesizing multiple solutions and perspectives that can be applied to a different field of study.
<a href="#">G.K12.7.2.3d:</a>	<b>Praxis - Accomplish:</b> Critique or defend a personal theory based on evidence from multiple sources and multiple perspectives.
<a href="#">LAFS.K12.L.1.1:</a>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<a href="#">LAFS.K12.L.1.2:</a>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<a href="#">LAFS.K12.L.2.3:</a>	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
<a href="#">LAFS.K12.L.3.4:</a>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
<a href="#">LAFS.K12.L.3.5:</a>	Demonstrate understanding of word relationships and nuances in word meanings.
<a href="#">LAFS.K12.L.3.6:</a>	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<a href="#">LAFS.K12.R.1.1:</a>	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
<a href="#">LAFS.K12.R.1.2:</a>	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
<a href="#">LAFS.K12.R.1.3:</a>	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<a href="#">LAFS.K12.R.2.4:</a>	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<a href="#">LAFS.K12.R.2.5:</a>	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
<a href="#">LAFS.K12.R.2.6:</a>	Assess how point of view or purpose shapes the content and style of a text.
<a href="#">LAFS.K12.R.3.7:</a>	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<a href="#">LAFS.K12.R.3.8:</a>	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
<a href="#">LAFS.K12.R.3.9:</a>	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
<a href="#">LAFS.K12.R.4.10:</a>	Read and comprehend complex literary and informational texts independently and proficiently.
<a href="#">LAFS.K12.SL.1.1:</a>	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
<a href="#">LAFS.K12.SL.1.2:</a>	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<a href="#">LAFS.K12.SL.1.3:</a>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
<a href="#">LAFS.K12.SL.2.4:</a>	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.K12.SL.2.5:</a>	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
<a href="#">LAFS.K12.SL.2.6:</a>	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
<a href="#">LAFS.K12.W.1.1:</a>	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
<a href="#">LAFS.K12.W.1.2:</a>	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<a href="#">LAFS.K12.W.1.3:</a>	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<a href="#">LAFS.K12.W.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.K12.W.2.5:</a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<a href="#">LAFS.K12.W.2.6:</a>	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
<a href="#">LAFS.K12.W.3.7:</a>	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.K12.W.3.8:</a>	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
<a href="#">LAFS.K12.W.3.9:</a>	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<a href="#">LAFS.K12.W.4.10:</a>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

[Gifted Endorsement](#)

There are more than 29 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/12849>

# Advanced Academics: 6-8 & Career Planning for Gifted Students (#7855042)

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<b>Course Number:</b> 7855042	<b>Course Path: Section:</b> Exceptional Student Education > <b>Grade Group:</b> Middle/Junior High > <b>Subject:</b> Academics-General > <b>Abbreviated Title:</b> ADV ACAD:6-8&CP GIFT <b>Course Length:</b> Year (Y) <b>Course Attributes:</b> <ul style="list-style-type: none"><li>• Class Size Core Required</li><li>• Highly Qualified Teacher (HQT) Required</li></ul>
<b>Course Status:</b> Course Approved	
<b>Grade Level(s):</b> 6,7,8	

## GENERAL NOTES

This course is designed to enable exceptional students to acquire and apply the skills and abilities needed to enhance academic achievement through experiences which provide enrichment, in-depth learning, and /or accelerated study of academic curriculum requirements. Students who are gifted have learning needs that go beyond what is traditionally offered in the regular classroom. The nature of their abilities, demonstrated or latent, requires differentiated learning experiences and opportunities for them to maximize their potential. Teachers need to develop the depth and quality of their students' experiences while adjusting the pace to meet individual needs.

This course is meant to be used at each 6-8 grade level and has been designed for the teacher to select and teach only the appropriate standards corresponding to a student's individual instructional needs.

Major Concepts/Content. The purpose of this course is to provide appropriately individualized curricula for students who are gifted.

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

- higher-order thinking skills
- independent learning
- application of acquired knowledge
- high-level communication
- career exploration
- leadership
- self-awareness

English Language Development (ELD) Standards Special Notes Section:

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

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

## VERSION REQUIREMENTS

### Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Career and Education Planning** - Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed personalized academic and career plan for the student; must emphasize the importance of entrepreneurship skills; must emphasize technology or the application of technology in career fields; and, beginning in the 2014-2015 academic year, must provide information from the Department of Economic Opportunity's economic security report as described in section 445.07, Florida Statutes. For additional information on the Middle School Career and Education Planning course, go to <http://www.fl DOE.org/workforce/ced/>.

- 1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 2.0 Develop skills to locate, evaluate, and interpret career information.
- 3.0 Identify and demonstrate processes for making short and long term goals.
- 4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
- 5.0 Understand the relationship between educational achievement and career choices/postsecondary options.
- 6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.
- 7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
- 8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

**Special Note:** As students progress from one grade-level course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in their application and use. Scaffolded learning opportunities are to be provided for students to develop and apply the critical skills of discourse analysis, synthesis, and evaluation.

## QUALIFICATIONS

Certificate holder must be certified in the academic subject area being taught, in addition to the Gifted Endorsement requirement.

## Course Standards

Integrate Florida Standards for Mathematical Practice (MP) as applicable.

- MACC.K12.MP.1.1 Make sense of problems and persevere in solving them.
- MACC.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MACC.K12.MP.5.1 Use appropriate tools strategically.
- MACC.K12.MP.6.1 Attend to precision.

Name	Description
G.K12.1.1.1a:	<b>Nature of Knowledge - Know:</b> Locate and list the general divisions of knowledge, i.e., art, science, humanities, etc., and recognize integrated fields and disciplines.
G.K12.1.1.1b:	<b>Nature of Knowledge - Understand:</b> Identify and define a field of interest and analyze how the field is organized by explaining what criteria define the discipline and how those criteria are organized and divided.
G.K12.1.1.1c:	<b>Nature of Knowledge - Perform:</b> Differentiate fact, concept, theory, and principle and employ each in developing meaning and knowledge.
G.K12.1.1.1d:	<b>Nature of Knowledge - Accomplish:</b> Construct own meaning within a chosen field and offer new contributions to this respective field of study.
G.K12.1.1.2a:	<b>Basic Research - Know:</b> Identify and locate basic reference sources that support general research in several disciplines.
G.K12.1.1.2b:	<b>Basic Research - Understand:</b> Analyze the relevance and usefulness of primary and secondary references while identifying how fields are organized and subdivided.
G.K12.1.1.2c:	<b>Basic Research - Perform:</b> Use multiple primary and secondary sources to analyze, synthesize, and evaluate relevant persons, places, events, or beliefs that are dominant in a field.
G.K12.1.1.2d:	<b>Basic Research - Accomplish:</b> Use a variety of professional journals, professional databases, and college textbooks to make connections between and/or among fields of discipline.
G.K12.1.1.3a:	<b>Manipulation of Data - Know:</b> Manipulate data in order to determine contributions of the discipline to the community and world.
G.K12.1.1.3b:	<b>Manipulation of Data - Understand:</b> Seek and identify connections between fields to make sense of patterns and trends.
G.K12.1.1.3c:	<b>Manipulation of Data - Perform:</b> Construct research questions that help interpret the effects of major trends and issues over time.
G.K12.1.1.3d:	<b>Manipulation of Data - Accomplish:</b> Develop themes and connections across historical events, periods, and fields.
G.K12.1.1.4a:	<b>Organization of Data - Know:</b> Create or select an existing system for organizing data in a sequence.
G.K12.1.1.4b:	<b>Organization of Data - Understand:</b> Construct an organizational system (i.e., knowledge tree, graphic organizer, or diagram) that represents and illustrates the organization in a field of study and the subdivisions within that field.
G.K12.1.1.4c:	<b>Organization of Data - Perform:</b> Identify and illustrate themes, patterns, and structures that define an area of study.
G.K12.1.1.4d:	<b>Organization of Data - Accomplish:</b> Challenge (and defend or justify the challenge) accepted bodies of knowledge and organizational methodologies.
G.K12.1.2.1a:	<b>Conceptual Frameworks - Know:</b> Formulate questions to determine the relevance of the skills and knowledge required of a discipline.
G.K12.1.2.1b:	<b>Conceptual Frameworks - Understand:</b> Demonstrate understanding of conceptual themes and their organizational opportunities within a body of knowledge.
G.K12.1.2.1c:	<b>Conceptual Frameworks - Perform:</b> Create graphic organizers that organize the logical sequences of key conceptual themes in a field of study.
G.K12.1.2.1d:	<b>Conceptual Frameworks - Accomplish:</b> Analyze data and research methods used and developed by scholars within a field; internalize conceptual themes of that (those) discipline(s).

G.K12.1.2.1e:	<b>Conceptual Frameworks - Know:</b> Identify established rules or laws (principles) of nature which impact daily life and draw conclusions regarding their role in the world of work.
G.K12.1.2.1f:	<b>Conceptual Frameworks - Understand:</b> Differentiate similarities and differences between functional concepts and principles within a field.
G.K12.1.2.1g:	<b>Conceptual Frameworks - Perform:</b> Assimilate the often conflicting nature of knowledge generated within integrated disciplines.
G.K12.1.2.1h:	<b>Conceptual Frameworks - Accomplish:</b> Critique accepted conventions and rules and identify ambiguity.
G.K12.1.2.2a:	<b>Components and Methodologies - Know:</b> Identify and use terminology authentic to a chosen discipline of knowledge.
G.K12.1.2.2b:	<b>Components and Methodologies - Understand:</b> Create a list of the methodological skills and processes (general and specific) used by practicing professionals in a field.
G.K12.1.2.2c:	<b>Components and Methodologies - Perform:</b> Demonstrate an understanding of and delineate the diversity of language, tools, and methodologies between and among disciplines.
G.K12.1.2.2d:	<b>Components and Methodologies - Accomplish:</b> Experiment with a variety of methods to analyze data to develop greater understanding.
G.K12.1.2.3a:	<b>Conceptual Connections - Know:</b> Identify essential principles that govern and drive a series of key concepts in a chosen field.
G.K12.1.2.3b:	<b>Conceptual Connections - Understand:</b> Demonstrate foundational knowledge of various fields and disciplines.
G.K12.1.2.3c:	<b>Conceptual Connections - Perform:</b> Analyze and synthesize concepts and principles within a discipline in order to isolate essential concepts and identify macroconcepts.
G.K12.1.2.3d:	<b>Conceptual Connections - Accomplish:</b> Apply and transfer understanding to other disciplines.
G.K12.1.3.1a:	<b>Skill Development - Know:</b> Locate relevant information about varied professionals and identify personal strengths that may contribute to the field.
G.K12.1.3.1b:	<b>Skill Development - Understand:</b> Compare and contrast job descriptions, methods of working, and challenges faced by various practicing professionals to determine relevance to personal needs and goals.
G.K12.1.3.1c:	<b>Skill Development - Perform:</b> Use and refine the skills and methods of a professional in a discipline.
G.K12.1.3.1d:	<b>Skill Development - Accomplish:</b> Seek an understanding of the ethical issues and standards that frame a discipline.
G.K12.1.3.2a:	<b>Management of Data for Research - Know:</b> Identify a list of methods manuals, "How To" books, and other resources to research methodologies used by practitioners.
G.K12.1.3.2b:	<b>Management of Data for Research - Understand:</b> Compare and contrast general and specific methods of research used by practitioners to seek answers to viable professional questions.
G.K12.1.3.2c:	<b>Management of Data for Research - Perform:</b> Use appropriate data gathering instruments needed for a research study.
G.K12.1.3.2d:	<b>Management of Data for Research - Accomplish:</b> Apply the scientific method naturally, i.e., identify routine problem areas, focus the problem, state hypotheses, locate resources, classify and organize data, draw conclusions, and report findings.
G.K12.1.3.3a:	<b>Investigative Methodologies - Know:</b> Identify content area specialists to establish a sense of cause and effect within a field.
G.K12.1.3.3b:	<b>Investigative Methodologies - Understand:</b> Understand, identify, and analyze relationships among variables, constants, and controls in research.
G.K12.1.3.3c:	<b>Investigative Methodologies - Perform:</b> Apply the indicators that reflect quality in a field and understand how the field measures success.
G.K12.1.3.3d:	<b>Investigative Methodologies - Accomplish:</b> Challenge existing theories, principles, and rules through research and experimentation.
G.K12.1.3.4a:	<b>Support Structures - Know:</b> Recognize and identify the need for support structures found within a designated field of study and establish the nature of specific supports.
G.K12.1.3.4b:	<b>Support Structures - Understand:</b> Recognize the values and perspectives of those who hold opposing views within the discipline.
G.K12.1.3.4c:	<b>Support Structures - Perform:</b> Interview content area specialists to verify the application of methodologies incorporated in a study.
G.K12.1.3.4d:	<b>Support Structures - Accomplish:</b> Collaborate with professionals, experts, and others in the field to advance research, development, and understanding in the field.
G.K12.2.1.1a:	<b>The Nature of Questions - Know:</b> Identify questions as seeking basic information and facts in singular disciplines.
G.K12.2.1.1b:	<b>The Nature of Questions - Understand:</b> See potential for questions to explore broader aspects of knowledge, moving toward speculative and evaluative aspects.
G.K12.2.1.1c:	<b>The Nature of Questions - Perform:</b> Recognize that questions connect disciplines and build better frameworks for thinking.
G.K12.2.1.1d:	<b>The Nature of Questions - Accomplish:</b> Seek and use questions that connect divergent disciplines in order to expand understanding.
G.K12.2.1.2a:	<b>The Importance of Questions - Know:</b> Identify and situate questions within a singular discipline's method of inquiry.
G.K12.2.1.2b:	<b>The Importance of Questions - Understand:</b> Analyze and synthesize questions that connect methods of inquiry in different disciplines.
G.K12.2.1.2c:	<b>The Importance of Questions - Perform:</b> Order/categorize questions that link divergent disciplines and frame different inquiry methods.
G.K12.2.1.2d:	<b>The Importance of Questions - Accomplish:</b> Use questions that frame inquiry within divergent disciplines in order to understand the links between and/or among the disciplines.
G.K12.2.1.3a:	<b>The Power of Questions - Know:</b> Explain the function of questions within singular disciplines.
G.K12.2.1.3b:	<b>The Power of Questions - Understand:</b> Understand the function of questions to connect multiple disciplines.
G.K12.2.1.3c:	<b>The Power of Questions - Perform:</b> Demonstrate an initial use of questions to drive critical thought within a discipline.
G.K12.2.1.3d:	<b>The Power of Questions - Accomplish:</b> Manifest an understanding of the integrative nature and function of questions that drive inquiry in multiple disciplines.
G.K12.2.2.1a:	<b>Question Creation - Know:</b> Create questions that drive factual exploration within singular disciplines.
G.K12.2.2.1b:	<b>Question Creation - Understand:</b> Unite questions that drive broader exploration within disciplines.
G.K12.2.2.1c:	<b>Question Creation - Perform:</b> Manipulate ideas to create and organize questions that drive inquiry and connect divergent disciplines.
G.K12.2.2.1d:	<b>Question Creation - Accomplish:</b> Use questions that link divergent disciplines to develop personal understandings of experiences.
G.K12.2.2.2a:	<b>Questions and Inquiry - Know:</b> Explain the kind of information questions seek.
G.K12.2.2.2b:	<b>Questions and Inquiry - Understand:</b> Explain how the questions limit and/or expand the nature of the exploration.
G.K12.2.2.2c:	<b>Questions and Inquiry - Perform:</b> Use questions to refocus the nature of the inquiry.
G.K12.2.2.2d:	<b>Questions and Inquiry - Accomplish:</b> Use questions to situate personal interest and background within the inquiry.
G.K12.2.3.1a:	<b>Questions Scrutinized - Know:</b> Recognize the quality of questions (both identified and created) that frame singular disciplinary inquiry.
G.K12.2.3.1b:	<b>Questions Scrutinized - Understand:</b> Explain the quality of questions (both identified and created) that work to expand inquiry into integrated disciplines.
G.K12.2.3.1c:	<b>Questions Scrutinized - Perform:</b> Evaluate questions (both identified and created) as a regular component of personal research and exploration.
G.K12.2.3.1d:	<b>Questions Scrutinized - Accomplish:</b> Explore the nature of questioning, always aware that better questions deliver the potential for more complete information.
G.K12.2.3.2a:	<b>Questions Revised - Know:</b> Refine questions as directed so they explore a clearer line of inquiry within a single discipline.
G.K12.2.3.2b:	<b>Questions Revised - Understand:</b> Synthesize questions as directed so they explore a clearer line of inquiry and integrate disciplines.
G.K12.2.3.2c:	<b>Questions Revised - Perform:</b> Develop questions spontaneously and independently while conducting personal research and exploration.
G.K12.2.3.2d:	<b>Questions Revised - Accomplish:</b> Refine questions as a general practice or characteristic of intellectual pursuit.

G.K12.3.1.1a:	<b>Cooperative Research - Know:</b> Participate in a cooperative group to solve problems and/or complete a research project.
G.K12.3.1.1b:	<b>Cooperative Research - Understand:</b> Demonstrate ethical leadership and/or teamwork within a research workgroup.
G.K12.3.1.1c:	<b>Cooperative Research - Perform:</b> Work cooperatively with peers from a variety of perspectives and abilities while obtaining valid research and/or products from research.
G.K12.3.1.1d:	<b>Cooperative Research - Accomplish:</b> Integrate a variety of appropriate components uncovered from cooperative research within a field of study.
G.K12.3.1.2a:	<b>Scientific Method - Know:</b> Demonstrate the ability to gather and document data relevant to scientific investigations using the scientific method.
G.K12.3.1.2b:	<b>Scientific Method - Understand:</b> Analyze the impact or effect of chosen alternatives (variables) within the scientific method.
G.K12.3.1.2c:	<b>Scientific Method - Perform:</b> Construct scientific research using proper protocol for scientific study.
G.K12.3.1.2d:	<b>Scientific Method - Accomplish:</b> Use scientific method to produce products or solutions to problems in a research setting and in a non-research setting.
G.K12.3.1.3a:	<b>Research Tools - Know:</b> Recognize organizational tools used for research in a variety of fields.
G.K12.3.1.3b:	<b>Research Tools - Understand:</b> Use organizational strategies to generate ideas for research and/or creative products.
G.K12.3.1.3c:	<b>Research Tools - Perform:</b> Communicate results of research using the established organizational tools within a field of study.
G.K12.3.1.3d:	<b>Research Tools - Accomplish:</b> Create unique tools that incorporate a variety of methods of communication/ organization for the clarification of others about a field of study.
G.K12.3.2.1a:	<b>Information in Multiple Contexts - Know:</b> Identify and locate information available in a multitude of places, including newspapers, magazines, catalogues, Internet directories, time schedules, and media, all of which include local, state, national, and/or international sources.
G.K12.3.2.1b:	<b>Information in Multiple Contexts - Understand:</b> Analyze the relevance and usefulness of information for the completion of a specific task.
G.K12.3.2.1c:	<b>Information in Multiple Contexts - Perform:</b> Generate, classify, and evaluate ideas, objects, and/or events in a unique way to construct original projects that illustrate solutions to real-world problems and concerns.
G.K12.3.2.1d:	<b>Information in Multiple Contexts - Accomplish:</b> Assemble ideas, objects, and/or events from a variety of sources (primary and secondary) to conduct research in a field of study.
G.K12.3.2.1e:	<b>Information in Multiple Contexts - Know:</b> Use a systematic approach to locate information from a variety of reference materials, including the use of parts of a book,(e.g., table of contents, index, appendices, glossary, index, title page).
G.K12.3.2.1f:	<b>Information in Multiple Contexts - Understand:</b> Use appropriate accurate information for research and experimentation to create an original work.
G.K12.3.2.1g:	<b>Information in Multiple Contexts - Perform:</b> Use multiple secondary and primary sources to analyze, synthesize, and evaluate relevant details and facts to examine relationships, infer meanings, define relationships, and predict outcomes.
G.K12.3.2.1h:	<b>Information in Multiple Contexts - Accomplish:</b> Analyze and synthesize information and concepts contained in multiple sources and communicates results in a unique way, i.e., designing a better model or creating a simulation.
G.K12.3.3.1a:	<b>Deductive and Inductive Reasoning - Know:</b> Demonstrate the ability to retrieve information from a reliable data base.
G.K12.3.3.1b:	<b>Deductive and Inductive Reasoning - Understand:</b> Describe the nature of an argument, the degree of ambiguity, and the source (deductive/inductive) of the argument's authority.
G.K12.3.3.1c:	<b>Deductive and Inductive Reasoning - Perform:</b> Critique and defend statements of deductive and inductive reasoning.
G.K12.3.3.1d:	<b>Deductive and Inductive Reasoning - Accomplish:</b> Implement deductive and/or inductive reasoning within discussion and/or product development in a field of study.
G.K12.3.3.1e:	<b>Deductive and Inductive Reasoning - Know:</b> Define deductive and inductive reasoning and distinguish the different thought processes each uses.
G.K12.3.3.1f:	<b>Deductive and Inductive Reasoning - Understand:</b> Explain whether an argument depends on ambiguity, a shift in the line of reasoning, or whether the alleged authority is reliable.
G.K12.3.3.1g:	<b>Deductive and Inductive Reasoning - Perform:</b> Evaluate judgments made within the context of an argument.
G.K12.3.3.1h:	<b>Deductive and Inductive Reasoning - Accomplish:</b> Bring consistent use of different reasoning types to active study and research in a field.
G.K12.3.3.2a:	<b>Fact versus Opinion - Know:</b> Identify fact and opinion and recognizes the important implications for each.
G.K12.3.3.2b:	<b>Fact versus Opinion - Understand:</b> Juxtapose opinions and facts from multiple sources to support or validate conclusions.
G.K12.3.3.2c:	<b>Fact versus Opinion - Perform:</b> Analyze opinions and facts of experts within a research field.
G.K12.3.3.2d:	<b>Fact versus Opinion - Accomplish:</b> Create, defend, and adapt opinions developed after the analysis of data within a variety of fields.
G.K12.3.4.1a:	<b>Ethics - Know:</b> Identify ethical concerns related to the use of knowledge (copyright, security, integrity, piracy, privacy, etc.).
G.K12.3.4.1b:	<b>Ethics - Understand:</b> Explain ethical standards in regard to intellectual effects on research outcomes.
G.K12.3.4.1c:	<b>Ethics - Perform:</b> Clarify and develop a personal ethic regarding critical research.
G.K12.3.4.1d:	<b>Ethics - Accomplish:</b> Analyze the use of ethical protocol as it pertains to real- world problems and concerns.
G.K12.4.1.1a:	<b>Problem Investigation - Know:</b> Recognize multiple problems within a complex issue; poses research questions.
G.K12.4.1.1b:	<b>Problem Investigation - Understand:</b> Categorize and prioritize identified problems within a complex issue; generate hypotheses.
G.K12.4.1.1c:	<b>Problem Investigation - Perform:</b> Use established criteria to focus the problem statement and generate solutions.
G.K12.4.1.1d:	<b>Problem Investigation - Accomplish:</b> Propose new avenues for research of existing and future related problems.
G.K12.4.1.2a:	<b>Multiple Perspectives - Know:</b> Acknowledge diverse viewpoints of a problem.
G.K12.4.1.2b:	<b>Multiple Perspectives - Understand:</b> Compare and contrast multiple perspectives of a problem.
G.K12.4.1.2c:	<b>Multiple Perspectives - Perform:</b> Integrate multiple points of view into a problem statement.
G.K12.4.1.2d:	<b>Multiple Perspectives - Accomplish:</b> Restructure the problem statement to reflect new perspectives.
G.K12.4.1.3a:	<b>Supportive Constructs - Know:</b> Generate an effective argument on each side of a problem.
G.K12.4.1.3b:	<b>Supportive Constructs - Understand:</b> Develop multiple supporting statements from different perspectives.
G.K12.4.1.3c:	<b>Supportive Constructs - Perform:</b> Communicate supportive evidence convincingly in multiple formats.
G.K12.4.1.3d:	<b>Supportive Constructs - Accomplish:</b> Defend, challenge, and articulate points of view using available resources; develop effective rebuttals.
G.K12.4.1.4a:	<b>Solution Finding - Know:</b> Propose multiple solutions to a problem within varied categories (i.e., social, technological, educational, environmental, political).
G.K12.4.1.4b:	<b>Solution Finding - Understand:</b> Establish and apply criteria for evaluation of solutions.
G.K12.4.1.4c:	<b>Solution Finding - Perform:</b> Create original solutions and products based on evaluated criteria; analyze possible consequences and impacts; test conclusions to improve ideas.
G.K12.4.1.4d:	<b>Solution Finding - Accomplish:</b> Extend solutions to aid in solving future problems; seek alternative innovative outcomes or solutions.
G.K12.4.1.5a:	<b>Creative Thinking - Know:</b> Generate numerous and varied ideas to solve a real- world problem (fluency and flexibility).
G.K12.4.1.5b:	<b>Creative Thinking - Understand:</b> Synthesize unique alternatives to solve a problem (originality).
G.K12.4.1.5c:	<b>Creative Thinking - Perform:</b> Elaborate ideas through collaborative processes with colleagues.
G.K12.4.1.5d:	<b>Creative Thinking - Accomplish:</b> Evaluate and modify ideas and products to improve usefulness.

G.K12.4.2.1a:	<b>Data Analysis - Know:</b> Locate information and data sources relative to a complex, real-world problem.
G.K12.4.2.1b:	<b>Data Analysis - Understand:</b> Make decisions about the usefulness of data to filter out extraneous information.
G.K12.4.2.1c:	<b>Data Analysis - Perform:</b> Use a variety of tools and techniques to organize data to draw conclusive statements.
G.K12.4.2.1d:	<b>Data Analysis - Accomplish:</b> Perform data analysis using tools of practicing professionals for a specific intent.
G.K12.4.2.2a:	<b>Forecasting Solutions - Know:</b> Identify patterns within related facts and information.
G.K12.4.2.2b:	<b>Forecasting Solutions - Understand:</b> Organize facts and information using various methods to predict potential outcomes.
G.K12.4.2.2c:	<b>Forecasting Solutions - Perform:</b> Use forecasting tools to evaluate possible solutions.
G.K12.4.2.2d:	<b>Forecasting Solutions - Accomplish:</b> Anticipate and plan for possible, probable, and preferable future outcomes.
G.K12.4.2.3a:	<b>Critical Thinking - Know:</b> Distinguish between fact and opinion in a variety of sources.
G.K12.4.2.3b:	<b>Critical Thinking - Understand:</b> Recognize bias and value statements in a variety of media.
G.K12.4.2.3c:	<b>Critical Thinking - Perform:</b> Use inductive and deductive thinking processes to draw conclusions.
G.K12.4.2.3d:	<b>Critical Thinking - Accomplish:</b> Analyze, interpret, and synthesize details and facts to examine relationships, infer meanings, and predict outcomes.
G.K12.4.2.4a:	<b>Ethics - Know:</b> Recognize the role of values in the development of attitudes about a complex problem.
G.K12.4.2.4b:	<b>Ethics - Understand:</b> Use knowledge of recognized ethical standards of various stakeholders to formulate problem statements and solutions.
G.K12.4.2.4c:	<b>Ethics - Perform:</b> Use the value system most common to a field of study to evaluate solutions and products.
G.K12.4.2.4d:	<b>Ethics - Accomplish:</b> Promote humane and respectful solutions to complex problems.
G.K12.4.3.1a:	<b>Evaluation - Know:</b> Recognize existing knowledge and attitudes about a complex problem.
G.K12.4.3.1b:	<b>Evaluation - Understand:</b> Analyze the impacts of existing knowledge and attitudes; identify personal assumptions and blind spots in approaching the problem.
G.K12.4.3.1c:	<b>Evaluation - Perform:</b> Identify knowledge gaps and inconsistencies to challenge existing attitudes and beliefs.
G.K12.4.3.1d:	<b>Evaluation - Accomplish:</b> Use multiple sources to affect change in generally accepted knowledge and attitudes.
G.K12.4.3.2a:	<b>Creative Methodology - Know:</b> Recognize contributions of inventors and innovators in multiple fields of accomplishment.
G.K12.4.3.2b:	<b>Creative Methodology - Understand:</b> Analyze and/or replicate methods used by creators and problem solvers in multiple fields.
G.K12.4.3.2c:	<b>Creative Methodology - Perform:</b> Create original products using various inventive strategies.
G.K12.4.3.2d:	<b>Creative Methodology - Accomplish:</b> Design original problem solving models for use in specific situations.
G.K12.4.3.2e:	<b>Creative Methodology - Know:</b> Identify a variety of problem solving methods.
G.K12.4.3.2f:	<b>Creative Methodology - Understand:</b> Differentiate the effectiveness of problem solving methods in a variety of settings.
G.K12.4.3.2g:	<b>Creative Methodology - Perform:</b> Apply appropriate methodologies for problem solving based on their usefulness.
G.K12.4.3.2h:	<b>Creative Methodology - Accomplish:</b> Reflect on adequacy of inventive processes and problem solving in various disciplines.
G.K12.4.3.3a:	<b>Communication - Know:</b> Identify stakeholders within a complex problem.
G.K12.4.3.3b:	<b>Communication - Understand:</b> Use multiple tools and techniques to target identified audiences; use precise language to explain positions.
G.K12.4.3.3c:	<b>Communication - Perform:</b> Use information about the stakeholders to develop convincing arguments to support solutions.
G.K12.4.3.3d:	<b>Communication - Accomplish:</b> Advocate convincingly to diverse audiences using sophisticated techniques (oral, written, technological) appropriate to the field and audience.
G.K12.5.1.1a:	<b>Consensus Building - Know:</b> Recognize the essential need to respect the ideas, feelings, and abilities of others.
G.K12.5.1.1b:	<b>Consensus Building - Understand:</b> Demonstrate a greater awareness of others through participation in programs and projects that emphasize service to others.
G.K12.5.1.1c:	<b>Consensus Building - Perform:</b> Use diverse individual beliefs and values of the group to design plans of action that address issues or problems.
G.K12.5.1.1d:	<b>Consensus Building - Accomplish:</b> Defend the results and gain support for a plan of action to address issues or problems within a diverse population.
G.K12.5.1.2a:	<b>Personal Qualities - Know:</b> Identify personal strengths and weaknesses that influence positive group dynamics.
G.K12.5.1.2b:	<b>Personal Qualities - Understand:</b> Recognize leadership patterns and behaviors that positively affect change in a group.
G.K12.5.1.2c:	<b>Personal Qualities - Perform:</b> Improve group performances through individual strengths and collaborative rules of courtesy and order.
G.K12.5.1.2d:	<b>Personal Qualities - Accomplish:</b> Analyze positive and negative aspects of leadership that drive the beliefs and values of a diverse group.
G.K12.5.1.2e:	<b>Personal Qualities - Know:</b> Identify personal abilities, talents, strengths and weaknesses for certain tasks, recognizing the power to influence one's own destiny.
G.K12.5.1.2f:	<b>Personal Qualities - Understand:</b> Compare and contrast the personal and academic goals of self and others in order to build cohesion.
G.K12.5.1.2g:	<b>Personal Qualities - Perform:</b> Demonstrate the ability to state personal preferences and support a personal point of view when contrary to the accepted view of others.
G.K12.5.1.2h:	<b>Personal Qualities - Accomplish:</b> Design, plan, and evaluate a plan of action to address an issue or problem of personal interest.
G.K12.5.1.3a:	<b>Conflict Resolution - Know:</b> Verbalize an awareness of the cause/effect relationship of his/her behavior within a group setting.
G.K12.5.1.3b:	<b>Conflict Resolution - Understand:</b> Generate a list of solutions to a group conflict, predicting possible concomitant results that might impact the group.
G.K12.5.1.3c:	<b>Conflict Resolution - Perform:</b> Implement conflict management and resolution techniques to bring about positive change.
G.K12.5.1.3d:	<b>Conflict Resolution - Accomplish:</b> Reflect upon the effectiveness of conflict management and resolution techniques used to develop strategies for future group problem solving.
G.K12.5.2.1a:	<b>Problem Solving - Know:</b> Identify characteristics that empower an individual to be a proficient, creative problem solver.
G.K12.5.2.1b:	<b>Problem Solving - Understand:</b> Recognize and emulate effective implementation of creative problem solving skills.
G.K12.5.2.1c:	<b>Problem Solving - Perform:</b> Simulate a creative problem solving encounter with a diverse group of individuals.
G.K12.5.2.1d:	<b>Problem Solving - Accomplish:</b> Analyze the productivity of the group's response to the problem following the conclusion of a creative problem solving experience.
G.K12.5.2.2a:	<b>Diversity - Know:</b> Identify in individuals the qualities of empathy and sensitivity to the ideas of others.
G.K12.5.2.2b:	<b>Diversity - Understand:</b> Promote diversity in talents and intellectual abilities of each member of the group.
G.K12.5.2.2c:	<b>Diversity - Perform:</b> Display flexibility when incorporating individual beliefs and values toward goal attainment.
G.K12.5.2.2d:	<b>Diversity - Accomplish:</b> Analyze diverse leadership styles of outstanding leaders and evaluate the impact to one's own personal leadership skills.
G.K12.5.2.3a:	<b>Self-awareness - Know:</b> Identify personal attributes as areas of strength or weakness.
G.K12.5.2.3b:	<b>Self-awareness - Understand:</b> Differentiate between individual strengths and weaknesses as motivators and/or limiters.
G.K12.5.2.3c:	<b>Self-awareness - Perform:</b> Demonstrate an understanding of positive self-worth and recognize limits in the emotional capacity of individuals.
G.K12.5.2.3d:	<b>Self-awareness - Accomplish:</b> Celebrate self-advocacy as a personal strength; accept weaknesses as an opportunity for change.
G.K12.5.3.1a:	<b>Group Dynamics - Know:</b> Adhere to the established rules of interaction in accepting and respecting consensus.

G.K12.5.3.1b:	<b>Group Dynamics - Understand:</b> Demonstrate the ability to convey to group members good decision making skills.
G.K12.5.3.1c:	<b>Group Dynamics - Perform:</b> Stimulate group discussion and decision making by asking appropriate questions.
G.K12.5.3.1d:	<b>Group Dynamics - Accomplish:</b> Direct the group through an analysis and synthesis of the final solution to the achievement of a project goal.
G.K12.5.3.2a:	<b>Communication - Know:</b> Convey information, concepts, and ideas using appropriate and advanced techniques.
G.K12.5.3.2b:	<b>Communication - Understand:</b> Show an awareness of the experiences, needs, and concerns of others in the communication process.
G.K12.5.3.2c:	<b>Communication - Perform:</b> Solidify group cohesion toward an assigned task using both verbal and non-verbal skills.
G.K12.5.3.2d:	<b>Communication - Accomplish:</b> Analyze and synthesize the presentation skills necessary to communicate ideas, information, concerns, and solutions to a project goal.
G.K12.5.3.3a:	<b>Technology - Know:</b> Identify appropriate technology to achieve a project goal.
G.K12.5.3.3b:	<b>Technology - Understand:</b> Demonstrate the ability to propose new uses for current technology.
G.K12.5.3.3c:	<b>Technology - Perform:</b> Integrate information systems in the problem solving process.
G.K12.5.3.3d:	<b>Technology - Accomplish:</b> Use information systems to identify and analyze trends and events in order to forecast future implications.
G.K12.5.3.4a:	<b>Cooperative Learning - Know:</b> Recognize positive interdependence as a basic tenet.
G.K12.5.3.4b:	<b>Cooperative Learning - Understand:</b> Convey an understanding of the importance of group cohesiveness and pride.
G.K12.5.3.4c:	<b>Cooperative Learning - Perform:</b> Demonstrate the ability to work with peers from a variety of cultures and ability levels respecting individual strengths, talents, and learning styles.
G.K12.5.3.4d:	<b>Cooperative Learning - Accomplish:</b> Display flexibility in the incorporation of individual beliefs and values in the completion of a goal while recognizing the diversity of group members.
G.K12.6.1.1a:	<b>Metacognition - Know:</b> Identify and use numerous tools to recognize personal strengths/weaknesses, learning styles/preferences.
G.K12.6.1.1b:	<b>Metacognition - Understand:</b> Interpret assessments and identify skills/abilities necessary for professional performance in a field of study.
G.K12.6.1.1c:	<b>Metacognition - Perform:</b> Recognize challenges and create goals for developing expertise in a field of study.
G.K12.6.1.1d:	<b>Metacognition - Accomplish:</b> Evaluate and refocus goals and the path to accomplishment through self-reflection and evaluation.
G.K12.6.1.2a:	<b>Learning Profile - Know:</b> Recognize the components of personal learning preferences.
G.K12.6.1.2b:	<b>Learning Profile - Understand:</b> Reflect on learning/work preferences to identify themes and changes over time.
G.K12.6.1.2c:	<b>Learning Profile - Perform:</b> Compare how components of learning preferences align with professionals in a field of study.
G.K12.6.1.2d:	<b>Learning Profile - Accomplish:</b> Use learning/work preferences to develop products in one or more disciplines.
G.K12.6.1.3a:	<b>Acceptance of Challenge - Know:</b> Recognize the need to accomplish tasks in areas of both strength and weakness.
G.K12.6.1.3b:	<b>Acceptance of Challenge - Understand:</b> Identify strategies and resources to overcome obstacles.
G.K12.6.1.3c:	<b>Acceptance of Challenge - Perform:</b> Return to a task that was not successful; evaluate alternatives and seek support from outside resources.
G.K12.6.1.3d:	<b>Acceptance of Challenge - Accomplish:</b> Seek opportunities to try new experiences in areas of strengths and weaknesses.
G.K12.6.1.4a:	<b>Evaluation - Know:</b> Use evaluation of previous tasks to improve performance.
G.K12.6.1.4b:	<b>Evaluation - Understand:</b> Review progress toward accepting challenges in various areas.
G.K12.6.1.4c:	<b>Evaluation - Perform:</b> Reflect on failures and successes through self-evaluation; acknowledge constructive criticism.
G.K12.6.1.4d:	<b>Evaluation - Accomplish:</b> Solicit feedback from professionals related to projects and synthesize critiques into personal growth.
G.K12.6.2.1a:	<b>Independence - Know:</b> Recognize the need to set goals for assigned tasks.
G.K12.6.2.1b:	<b>Independence - Understand:</b> Systematically approach setting and modifying goals with support from teachers and/or peers.
G.K12.6.2.1c:	<b>Independence - Perform:</b> Document failures as a learning tool and alter plans when appropriate.
G.K12.6.2.1d:	<b>Independence - Accomplish:</b> Incorporate a system of goal-setting as a lifelong learner.
G.K12.6.2.2a:	<b>Self-Motivation - Know:</b> Follow directions to complete a task.
G.K12.6.2.2b:	<b>Self-Motivation - Understand:</b> Take initiative to complete tasks.
G.K12.6.2.2c:	<b>Self-Motivation - Perform:</b> Demonstrate persistence in returning to tasks and overcoming obstacles; adhere to timelines and other benchmarks.
G.K12.6.2.2d:	<b>Self-Motivation - Accomplish:</b> Strive for professional quality in self-selected projects and performances.
G.K12.6.2.3a:	<b>Priority - Know:</b> Identify a number of long and short-term goals and distinguish between them.
G.K12.6.2.3b:	<b>Priority - Understand:</b> Prioritize goals by importance, time, resources, and sustainability.
G.K12.6.2.3c:	<b>Priority - Perform:</b> Evaluate and anticipate how controllable and non-controllable events and behavior affect goal achievement.
G.K12.6.2.3d:	<b>Priority - Accomplish:</b> Exercise visionary thinking and focus on the future to adjust and readjust goals.
G.K12.6.2.4a:	<b>Critical Reflection - Know:</b> Identify assumptions, beliefs, values, cultural practices, and social structures to assess impact.
G.K12.6.2.4b:	<b>Critical Reflection - Understand:</b> Analyze assumptions in relation to specific historical and cultural context.
G.K12.6.2.4c:	<b>Critical Reflection - Perform:</b> Propose alternative ways of thinking to challenge prevailing ways of knowing and acting.
G.K12.6.2.4d:	<b>Critical Reflection - Accomplish:</b> Question patterns of action to establish truth or viability of a proposition or action.
G.K12.6.3.1a:	<b>Communication - Know:</b> Communicate recognition of personal growth in areas of weakness and areas of strength.
G.K12.6.3.1b:	<b>Communication - Understand:</b> Use appropriate and field-specific language to describe challenges in a variety of areas; goals are well-defined and specific.
G.K12.6.3.1c:	<b>Communication - Perform:</b> Design oral and written plans to set goals and identify steps toward goal achievement and use those plans in work.
G.K12.6.3.1d:	<b>Communication - Accomplish:</b> Reflect on appropriateness of designed goal-setting plans; alter plans when appropriate; make future plans for goal achievement based on successes/failures.
G.K12.6.3.2a:	<b>Talent Development - Know:</b> Identify stages of talent development within a body of content.
G.K12.6.3.2b:	<b>Talent Development - Understand:</b> Evaluate personal levels of achievement and align them with levels of talent development.
G.K12.6.3.2c:	<b>Talent Development - Perform:</b> Produce high-quality products and performances that advance through a field's level of talent development.
G.K12.6.3.2d:	<b>Talent Development - Accomplish:</b> Develop products and performances of professional quality through individual strengths in relationship to fields of study.
G.K12.6.3.3a:	<b>Action Plan Components - Know:</b> Demonstrate knowledge of steps toward goal achievement.
G.K12.6.3.3b:	<b>Action Plan Components - Understand:</b> Develop goals and objectives that are realistic and systematic.
G.K12.6.3.3c:	<b>Action Plan Components - Perform:</b> Action plans include appropriate allocation of time, money, materials, and other resources.
G.K12.6.3.3d:	<b>Action Plan Components - Accomplish:</b> Action plan include components of evaluation, multiplicity of solutions to overcome obstacles, and recruitment of supporters and resources.
G.K12.6.3.4a:	<b>Social Context - Know:</b> Recognize how goals of self and others interconnect.
G.K12.6.3.4b:	<b>Social Context - Understand:</b> Establish goals for self that acknowledge goals of peers and others.
G.K12.6.3.4c:	<b>Social Context - Perform:</b> Assume responsibility for developing and managing goals that contribute to personal and group attainment.

G.K12.6.3.4d:	<b>Social Context - Accomplish:</b> Incorporate multiple points of view to develop long-term personal and collective goals in various contexts (educational, social, political, career).
G.K12.7.1.1a:	<b>Audience Recognition - Know:</b> Identify an authentic audience based on set criteria related to a specific topic.
G.K12.7.1.1b:	<b>Audience Recognition - Understand:</b> Communicate recognition of audience members' strengths and needs.
G.K12.7.1.1c:	<b>Audience Recognition - Perform:</b> React and refine performance based on audiences' strengths and needs.
G.K12.7.1.1d:	<b>Audience Recognition - Accomplish:</b> Communicate intentional reaction to subtle and overt feedback from audience.
G.K12.7.1.2a:	<b>Communication - Know:</b> Prepare and execute practiced performance to communicate ideas.
G.K12.7.1.2b:	<b>Communication - Understand:</b> Integrate ideas with visual supports to emphasize key point(s) in a performance.
G.K12.7.1.2c:	<b>Communication - Perform:</b> Identify personal presentation style and adapt that style to different purposes, moods, tones.
G.K12.7.1.2d:	<b>Communication - Accomplish:</b> Demonstrate evidence of refining a performance to communicate personal style.
G.K12.7.1.3a:	<b>Advanced Presentation - Know:</b> Use advanced language and symbol systems to communicate ideas.
G.K12.7.1.3b:	<b>Advanced Presentation - Understand:</b> Evaluate the personal preferences of others related to language and symbol systems.
G.K12.7.1.3c:	<b>Advanced Presentation - Perform:</b> Evaluate self in the area of presentation, language, and symbol systems.
G.K12.7.1.3d:	<b>Advanced Presentation - Accomplish:</b> Based on evaluation, revise and adapt presentation, language, and symbol systems for specific and various audiences.
G.K12.7.1.4a:	<b>Problem Solving - Know:</b> Create product to solve a problem or communicate a perspective.
G.K12.7.1.4b:	<b>Problem Solving - Understand:</b> Use strategies or tools of persuasion to resolve an issue or communicate a perspective.
G.K12.7.1.4c:	<b>Problem Solving - Perform:</b> Create specific strategies targeted at opposing viewpoints/perspectives.
G.K12.7.1.4d:	<b>Problem Solving - Accomplish:</b> Address critics with prepared, defensible arguments that effectively defend solutions.
G.K12.7.2.1a:	<b>Inventive Thinking - Know:</b> Generate ways to improve an existing product using two related sources.
G.K12.7.2.1b:	<b>Inventive Thinking - Understand:</b> Create an original product for a specific audience using inductive and deductive reasoning.
G.K12.7.2.1c:	<b>Inventive Thinking - Perform:</b> Create a product with defined rationale using multiple sources from varied fields or disciplines.
G.K12.7.2.1d:	<b>Inventive Thinking - Accomplish:</b> Create and defend a product using multiple sources that can be used in and across fields/disciplines.
G.K12.7.2.2a:	<b>Metaphorical Promotion - Know:</b> Create a statement or product using two related ideas to strengthen the message.
G.K12.7.2.2b:	<b>Metaphorical Promotion - Understand:</b> Illustrate a new concept using two or more related ideas innovatively.
G.K12.7.2.2c:	<b>Metaphorical Promotion - Perform:</b> Create two seemingly unrelated or opposing ideas to reflect an in-depth understanding of an issue, concept, or principle.
G.K12.7.2.2d:	<b>Metaphorical Promotion - Accomplish:</b> Incorporate multiple sources from varied perspectives to create and test a novel theory.
G.K12.7.2.3a:	<b>Praxis - Know:</b> Generate multiple solutions to a given problem.
G.K12.7.2.3b:	<b>Praxis - Understand:</b> Generate a new, personal concept by synthesizing multiple solutions and multiple perspectives.
G.K12.7.2.3c:	<b>Praxis - Perform:</b> Create a new personal theory by synthesizing multiple solutions and perspectives that can be applied to a different field of study.
G.K12.7.2.3d:	<b>Praxis - Accomplish:</b> Critique or defend a personal theory based on evidence from multiple sources and multiple perspectives.
LAFS.K12.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LAFS.K12.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LAFS.K12.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LAFS.K12.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LAFS.K12.L.3.5:	Demonstrate understanding of word relationships and nuances in word meanings.
LAFS.K12.L.3.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
LAFS.K12.R.1.1:	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LAFS.K12.R.1.2:	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LAFS.K12.R.1.3:	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LAFS.K12.R.2.4:	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LAFS.K12.R.2.5:	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LAFS.K12.R.2.6:	Assess how point of view or purpose shapes the content and style of a text.
LAFS.K12.R.3.7:	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LAFS.K12.R.3.8:	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
LAFS.K12.R.3.9:	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
LAFS.K12.R.4.10:	Read and comprehend complex literary and informational texts independently and proficiently.
LAFS.K12.SL.1.1:	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LAFS.K12.SL.1.2:	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.K12.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
LAFS.K12.SL.2.4:	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
LAFS.K12.SL.2.5:	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
LAFS.K12.SL.2.6:	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.K12.W.1.1:	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LAFS.K12.W.1.2:	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LAFS.K12.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LAFS.K12.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.K12.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

<u>LAFS.K12.W.2.6:</u>	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
<u>LAFS.K12.W.3.7:</u>	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
<u>LAFS.K12.W.3.8:</u>	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
<u>LAFS.K12.W.3.9:</u>	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<u>LAFS.K12.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>ELD.K12.ELL.SI.1:</u>	English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

[Gifted Endorsement](#)

There are more than 29 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/Public/PreviewCourse/Preview/12851>

# Unique Skills Social and Emotional: 6-8 (#7863000)

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

<b>Course Number:</b> 7863000  <b>Course Status:</b> Course Approved <b>Grade Level(s):</b> 6,7,8	<b>Course Path: Section:</b> Exceptional Student Education > <b>Grade Group:</b> Middle/Junior High > <b>Subject:</b> Special Skills Courses > <b>Abbreviated Title:</b> U SKLS: SOC&EMO 6-8 <b>Course Length:</b> Semester (S) <b>Course Attributes:</b> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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## GENERAL NOTES

The purpose of this course is to enable students with disabilities to acquire and generalize skills related to self management and interpersonal relationships in educational, home, and community settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

The course is designed for students with disabilities who need intensive individualized intervention in social and emotional behavior to foster the acquisition and generalization of self-management and interpersonal skills.

A student may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

Delivery of this course is setting neutral (resource room, self-contained class, embedded instruction, elective course). Instructional activities involving practical applications of course requirements may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills.

The course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.

### English Language Development (ELD) Standards Special Notes Section:

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

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

## Course Standards

Name	Description
<a href="#">SP.PK12.US.19.3:</a>	Express a range of personal emotions and feelings in a socially acceptable manner.
<a href="#">SP.PK12.US.19.4:</a>	Demonstrate acceptable ways to express strong personal feelings, such as excitement, joy, frustration, fear, and anger.
<a href="#">SP.PK12.US.19.6:</a>	Self-advocate for personal needs in a socially appropriate manner.
<a href="#">SP.PK12.US.19.1b:</a>	Identify personal emotions and feelings and their impact on physical and mental well-being.
<a href="#">SP.PK12.US.19.2a:</a>	Identify personal strengths and areas of need.
<a href="#">SP.PK12.US.19.5b:</a>	Use a systematic approach for making decisions about personal needs, including identifying need or problem, determining possible solutions, selecting the best option, accepting consequences and responsibility, and evaluating the effectiveness of the decision.
<a href="#">SP.PK12.US.19.7b:</a>	Demonstrate self-esteem, self-confidence, and pride, such as through self-affirmations, persistence, and self-monitoring.
<a href="#">SP.PK12.US.20.2:</a>	Respond in a socially appropriate manner to emotions and feelings of others.
<a href="#">SP.PK12.US.20.3:</a>	Identify and maintain behaviors that build positive relationships with peers and adults, including friendships, family relations, and cooperating with peers.
<a href="#">SP.PK12.US.20.4:</a>	Use basic social communication skills to build positive relationships with peers and adults, such as eye contact, facial expressions, gestures, posture, proximity, touch, appearance, and listening.
<a href="#">SP.PK12.US.20.5:</a>	Maintain positive relationships with peers and adults using basic social skills, such as greetings, turn-taking, sharing materials, and giving and accepting assistance.
<a href="#">SP.PK12.US.20.6:</a>	Work cooperatively in small groups to achieve common outcomes.
<a href="#">SP.PK12.US.20.1a:</a>	Identify a range of emotions and feelings of others.
<a href="#">SP.PK12.US.20.7b:</a>	Use conflict resolution strategies to resolve differences, such as communicate, negotiate, or mediate.
<a href="#">SP.PK12.US.21.3:</a>	Use behaviors and social skills based on setting demands and rules when accessing and using resources in the school and community.
<a href="#">SP.PK12.US.21.4:</a>	Use a systematic approach for problem solving and decision making to resolve problems in school, community, and work settings.
<a href="#">SP.PK12.US.21.5:</a>	Use behaviors and skills, such as self-monitoring, accepting feedback, adjusting own actions, and self-reflection to maintain appropriate conduct in school, community, and employment settings.

<a href="#"><u>SP.PK12.US.21.2b:</u></a>	Identify explicit and implicit behaviors that are based on setting demands and social norms, such as acceptable tone of voice and volume, use of turn-taking behaviors, and movement.
<a href="#"><u>ELD.K12.ELL.SI.1:</u></a>	English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

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

[Speech Correction \(Elementary and Secondary Grades K-12\)](#)

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

[Occupational Therapy \(Elementary and Secondary Grades K-12\)](#)

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

[Speech Language Impaired Associate \(Elementary and Secondary Grades K-12\)](#)

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

[Hearing Impaired \(Grades K-12\)](#)

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

[Visually Impaired \(Elementary and Secondary Grades K-12\)](#)

[Speech Language Impaired \(Elementary and Secondary Grades K-12\)](#)

# Unique Skills: 6-8 (#7863010)

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

**Course Number:** 7863010

**Course Path: Section:** Exceptional Student

Education > **Grade Group:** Middle/Junior High >

**Subject:** Special Skills Courses >

**Abbreviated Title:** U SKLS: 6-8

**Course Length:** Semester (S)

**Course Attributes:**

- Class Size Core Required

**Course Status:** Course Approved

**Grade Level(s):** 6,7,8

## GENERAL NOTES

The purpose of this course is to enable students with disabilities to acquire and generalize skills they need to achieve annual goals based on assessed needs and the student's individual educational plan (IEP). It is structured around the domains addressed on the IEP: Social and Emotional, Independent Functioning, Curriculum and Learning, and Communication.

A student may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

Delivery of this course is setting neutral (resource room, self-contained class, embedded instruction, elective course). Instructional activities involving practical applications of course requirements may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills.

The course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be added or removed based on student needs.

### English Language Development (ELD) Standards Special Notes Section:

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

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

## Course Standards

Name	Description
<a href="#">SP.PK12.TP.5.1:</a>	Use language for a variety of purposes, including greeting, informing, demanding, promising, and requesting.
<a href="#">SP.PK12.TP.5.2:</a>	Use language based on the needs of the situation or listener, such as talking differently to peers and adults, providing background information, and adjusting voice and volume according to setting demands.
<a href="#">SP.PK12.TP.5.3b:</a>	Follow rules for conversations, including staying on topic, taking turns, and initiating and ending conversations appropriately.
<a href="#">SP.PK12.US.1.5:</a>	Use effective test-taking skills and strategies, such as previewing, allocating time, outlining response to essays and short and extended responses, and reviewing answers.
<a href="#">SP.PK12.US.1.6:</a>	Select and apply effective problem-solving skills and strategies to solve personal, academic, and community-based problems.
<a href="#">SP.PK12.US.1.1a:</a>	Apply fundamental skills and strategies (associating objects, pictures, and symbols with words and concepts, recognizing and decoding words, and paraphrasing and summarizing text) to recall and understand information from visual, print, and/or digital text or audio presentations for real-world application, such as completing assignments in school, listening to stories, and following instructions.
<a href="#">SP.PK12.US.1.1b:</a>	Apply skills and strategies, such as decoding multisyllabic words; analyzing vocabulary, including roots and affixes; making associations; and using visual imagery and mnemonics, to recall and understand information from a variety of media sources.
<a href="#">SP.PK12.US.1.1c:</a>	Apply fundamental skills and strategies (associating objects, pictures, and symbols with words and concepts, recognizing and decoding words, and paraphrasing and summarizing text) to recall and understand information from visual, print, and/or digital text or audio presentations for real-world application, such as completing assignments in school, recognizing signs and environmental print, reading schedules and maps, and using a menu.
<a href="#">SP.PK12.US.1.2b:</a>	Use skills and strategies to link information with other cues, such as mnemonics, visual imagery, and links to prior knowledge, to increase recall and comprehension.
<a href="#">SP.PK12.US.1.2c:</a>	Apply skills and strategies (scanning, predicting, paraphrasing/ summarizing, rereading, inferencing, retelling, self-questioning, note taking, outlining, and interpreting text structure) to gain information from a variety of media sources and instructional presentations.
<a href="#">SP.PK12.US.1.3b:</a>	Apply fundamental skills and strategies in written communication, such as using personal information, making lists and completing forms, forming sentences and organizing ideas into paragraphs, letters, or stories.
<a href="#">SP.PK12.US.1.3c:</a>	Apply skills and strategies in written communication, including setting a purpose for writing, creating complete simple and complex sentences, and organizing information into different types of paragraphs and essays.

<a href="#">SP.PK12.US.1.4b:</a>	Apply skills and strategies in mathematical concepts and processes and/or computational fluency, such as financial literacy skills, algebraic problem solving, estimation skills, measurement and geometry skills, and comprehension of graphs, tables, and charts.
<a href="#">SP.PK12.US.1.4c:</a>	Develop mathematical skills and/or computational fluency for everyday living, such as accessing a bank account online, money-management skills, estimation skills, time and measurement skills, and interpretation of graphs, tables, schedules, and charts.
<a href="#">SP.PK12.US.10.3:</a>	Use organizational strategies related to planning, scheduling, time management, self-monitoring, and managing materials.
<a href="#">SP.PK12.US.10.1b:</a>	Complete routines and tasks according to expectations, including the speed and accuracy of performance.
<a href="#">SP.PK12.US.10.2b:</a>	Sequence multiple tasks to complete activities by establishing routines, following a schedule, prioritizing tasks, and managing resources.
<a href="#">SP.PK12.US.11.1:</a>	Use tools and/or assistive technology to complete daily routines and tasks.
<a href="#">SP.PK12.US.11.2:</a>	Follow rules and procedures across a variety of settings.
<a href="#">SP.PK12.US.11.3:</a>	Use materials for their intended purposes.
<a href="#">SP.PK12.US.11.4:</a>	Demonstrate the ability to adjust to new routines and changes in tasks, settings, and locations.
<a href="#">SP.PK12.US.12.1:</a>	Identify personal body parts and analyze location relative to self and the environment.
<a href="#">SP.PK12.US.12.2:</a>	Perform basic locomotor and nonlocomotor movements, such as those needed to mobilize and/or hold and control mobility tools.
<a href="#">SP.PK12.US.12.3:</a>	<b>Use sighted guide techniques, trailing, and protective techniques as appropriate for setting and student's developmental level.</b>
<a href="#">SP.PK12.US.13.1:</a>	Recognize and locate geometric shapes in varying formats and settings, such as recognizing an octagon and placing it within the environment (stop sign).
<a href="#">SP.PK12.US.13.2:</a>	Distinguish between permanent and transitory items in the environment.
<a href="#">SP.PK12.US.13.3:</a>	Identify common auditory environmental stimuli and locations, such as the sound of a water fountain in the hallway and traffic sounds in the roads.
<a href="#">SP.PK12.US.13.4:</a>	Identify olfactory environmental information and cues, such as scents of food (restaurant), gasoline (gas station), and animals (pet store).
<a href="#">SP.PK12.US.13.5:</a>	Use environmental orienting techniques, such as using landmarks and tactful markers, for familiarizing areas in urban and rural settings.
<a href="#">SP.PK12.US.14.1:</a>	Use personal orienting techniques, such as squaring off, parallel alignment, and locating dropped objects.
<a href="#">SP.PK12.US.15.1:</a>	Perform independent travel skills using landmarks and cues.
<a href="#">SP.PK12.US.15.2:</a>	Use mobility tools, such as a pre-cane, cane, low-vision device, or electronic device, to travel independently.
<a href="#">SP.PK12.US.15.3:</a>	Use environment-specific skills, such as crossing streets, riding in escalators and elevators, and adapting to variations in lighting.
<a href="#">SP.PK12.US.16.1:</a>	Use spatial awareness skills and cardinal directions to orient oneself in the environment.
<a href="#">SP.PK12.US.17.1:</a>	Plan and implement safe decision making when traveling in familiar and unfamiliar environments.
<a href="#">SP.PK12.US.18.1:</a>	Respond appropriately to offers of assistance when traveling.
<a href="#">SP.PK12.US.18.2:</a>	Solicit necessary assistance when traveling.
<a href="#">SP.PK12.US.18.3:</a>	Use nontraditional devices and adaptive mobility devices, such as wheelchair, walkers, or support canes, as required by the situation.
<a href="#">SP.PK12.US.18.4:</a>	Plan, use, and manage private, public, and para-transit transportation for safe and efficient travel.
<a href="#">SP.PK12.US.19.3:</a>	Express a range of personal emotions and feelings in a socially acceptable manner.
<a href="#">SP.PK12.US.19.4:</a>	Demonstrate acceptable ways to express strong personal feelings, such as excitement, joy, frustration, fear, and anger.
<a href="#">SP.PK12.US.19.6:</a>	Self-advocate for personal needs in a socially appropriate manner.
<a href="#">SP.PK12.US.19.1b:</a>	Identify personal emotions and feelings and their impact on physical and mental well-being.
<a href="#">SP.PK12.US.19.2b:</a>	Identify ways that personal strengths can compensate for areas of need.
<a href="#">SP.PK12.US.19.5b:</a>	Use a systematic approach for making decisions about personal needs, including identifying need or problem, determining possible solutions, selecting the best option, accepting consequences and responsibility, and evaluating the effectiveness of the decision.
<a href="#">SP.PK12.US.19.7b:</a>	Demonstrate self-esteem, self-confidence, and pride, such as through self-affirmations, persistence, and self-monitoring.
<a href="#">SP.PK12.US.2.3:</a>	Use effective test-taking skills and strategies, such as previewing, planning a response to open-ended questions, and reviewing answers.
<a href="#">SP.PK12.US.2.1b:</a>	Use effecting task-completion strategies, such as identifying needed resources, planning steps for completion, and self-monitoring.
<a href="#">SP.PK12.US.2.2b:</a>	Use effective time-management, planning, and organization skills and strategies, including using a visual schedule or daily planner, setting goals and priorities, and locating, organizing, and sorting information.
<a href="#">SP.PK12.US.20.2:</a>	Respond in a socially appropriate manner to emotions and feelings of others.
<a href="#">SP.PK12.US.20.3:</a>	Identify and maintain behaviors that build positive relationships with peers and adults, including friendships, family relations, and cooperating with peers.
<a href="#">SP.PK12.US.20.4:</a>	Use basic social communication skills to build positive relationships with peers and adults, such as eye contact, facial expressions, gestures, posture, proximity, touch, appearance, and listening.
<a href="#">SP.PK12.US.20.5:</a>	Maintain positive relationships with peers and adults using basic social skills, such as greetings, turn-taking, sharing materials, and giving and accepting assistance.
<a href="#">SP.PK12.US.20.6:</a>	Work cooperatively in small groups to achieve common outcomes.
<a href="#">SP.PK12.US.20.7b:</a>	Use conflict resolution strategies to resolve differences, such as communicate, negotiate, or mediate.
<a href="#">SP.PK12.US.21.1:</a>	Maintain appropriate behavior by following rules in classroom and school settings.
<a href="#">SP.PK12.US.21.3:</a>	Use behaviors and social skills based on setting demands and rules when accessing and using resources in the school and community.
<a href="#">SP.PK12.US.21.4:</a>	Use a systematic approach for problem solving and decision making to resolve problems in school, community, and work settings.
<a href="#">SP.PK12.US.21.5:</a>	Use behaviors and skills, such as self-monitoring, accepting feedback, adjusting own actions, and self-reflection to maintain appropriate conduct in school, community, and employment settings.
<a href="#">SP.PK12.US.21.2b:</a>	Identify explicit and implicit behaviors that are based on setting demands and social norms, such as acceptable tone of voice and volume, use of turn-taking behaviors, and movement.
<a href="#">SP.PK12.US.22.1:</a>	Use appropriate social and interpersonal skills and strategies to interact with peers and adults for various purposes across settings.
<a href="#">SP.PK12.US.3.4:</a>	Apply skills that promote self-awareness and goal setting to meet educational and personal needs to increase self-determination, including use of accommodations and assistive tools, as appropriate.
<a href="#">SP.PK12.US.3.5:</a>	Use instructional and assistive technology to locate and access information, participate in computer-based instruction or testing, solve mathematical problems, create documents or images, and communicate with others.
<a href="#">SP.PK12.US.3.6:</a>	Use effective time management and organization skills and strategies to complete class and work assignments.
<a href="#">SP.PK12.US.3.7:</a>	Apply skills and strategies to use technology effectively to locate reliable information and services, participate in instruction and testing programs, communicate with others, and protect confidential information.
<a href="#">SP.PK12.US.3.1b:</a>	Apply skills and strategies to solve personal, school, community, and work problems.
<a href="#">SP.PK12.US.3.2b:</a>	Use appropriate social skills and strategies to interact with peers and adults across settings, such as cooperative learning, participating in small and large groups, giving and accepting appropriate feedback, assuming a leadership role, and resolving conflicts.
<a href="#">SP.PK12.US.3.3b:</a>	Participate effectively in academic and career planning, including, but not limited to, the IEP, course selection, course of study, post secondary goals, and the transition process.

<a href="#">SP.PK12.US.4.3:</a>	Demonstrate understanding and recall of information presented orally for specific purposes, such as identifying the main idea, drawing conclusions, and forming opinions.
<a href="#">SP.PK12.US.4.4:</a>	Demonstrate understanding of information presented orally by using listening skills, including paying attention to cues, linking to prior knowledge, and considering speaker's perspective and nonverbal messages.
<a href="#">SP.PK12.US.5.1:</a>	Use speech that can be understood by adults and peers.
<a href="#">SP.PK12.US.5.2:</a>	Communicate messages and ideas clearly and effectively in a variety of situations.
<a href="#">SP.PK12.US.5.3:</a>	Answer different types of questions, such as yes/no, open ended, and "wh" questions.
<a href="#">SP.PK12.US.5.4:</a>	Express ideas in complete sentences using correct parts of speech.
<a href="#">SP.PK12.US.5.5:</a>	Retell and summarize a story or event.
<a href="#">SP.PK12.US.5.6:</a>	Effectively use nonverbal language, such as proximity, eye contact, gestures, and posture.
<a href="#">SP.PK12.US.5.7:</a>	Clarify and explain words and ideas.
<a href="#">SP.PK12.US.5.8:</a>	Participate effectively in small and large group discussions.
<a href="#">SP.PK12.US.5.9:</a>	Recognize and repair communication breakdowns.
<a href="#">SP.PK12.US.5.10:</a>	Use appropriate verbal and nonverbal communication when giving an individual or group presentation.
<a href="#">SP.PK12.US.7.1:</a>	Use technology and assistive devices as needed to communicate or enhance messages in a meaningful and functional manner.
<a href="#">SP.PK12.US.7.2:</a>	Use own communication system, such as alternative/augmentative communication, assistive device, or sign language, to communicate and acquire information.
<a href="#">SP.PK12.US.7.3:</a>	Identify and use basic maintenance procedures needed by own communication system.
<a href="#">SP.PK12.US.7.4:</a>	Identify needs and request assistance with own communication system.
<a href="#">SP.PK12.US.8.1:</a>	Carry out personal care and hygiene routines, such as keeping clean, grooming and toileting.
<a href="#">SP.PK12.US.8.2:</a>	Manage own clothing, such as dressing and selecting clothing items.
<a href="#">SP.PK12.US.8.3:</a>	Perform positive health practices, including preventative health care and fitness.
<a href="#">SP.PK12.US.8.4:</a>	Communicate need for medical assistance, such as indicating an illness or injury.
<a href="#">SP.PK12.US.8.5:</a>	Identify and perform approved medical procedures, as appropriate, such as using an inhaler.
<a href="#">SP.PK12.US.8.6:</a>	Demonstrate skills required for eating, such as using common utensils and opening packages.
<a href="#">SP.PK12.US.8.7:</a>	Select food based on available options, preference, and nutritional value.
<a href="#">SP.PK12.US.8.8:</a>	Follow safety procedures and routines for preparing food.
<a href="#">SP.PK12.US.8.9:</a>	Use knowledge and skills to maintain and enhance personal safety, such as handling dangerous situations and emergencies, and preventing abuse.
<a href="#">SP.PK12.US.8.10:</a>	Recognize and convey personal information, including determining when to keep such information confidential.
<a href="#">SP.PK12.US.8.11b:</a>	Apply skills of self-advocacy and self-determination in a variety of situations, such as communicating interests and preferences in planning for the future.
<a href="#">SP.PK12.US.9.1:</a>	Participate in individual and group recreation/leisure activities.
<a href="#">SP.PK12.US.9.4:</a>	Apply acceptable eating and social skills when dining in a variety of establishments or settings.
<a href="#">SP.PK12.US.9.6:</a>	Demonstrate how to use technological tools to access services and commodities in the community.
<a href="#">SP.PK12.US.9.2b:</a>	Choose and engage in volunteer activities, such as coastal cleanup, visiting elderly persons, or sorting recyclable products.
<a href="#">SP.PK12.US.9.3b:</a>	Use specific knowledge and skills when completing activities involving managing money, such as budgeting, shopping, and purchasing.
<a href="#">SP.PK12.US.9.5b:</a>	Identify and follow rules when using various modes of transportation to access the community.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

<a href="#">Exceptional Student Education (Elementary and Secondary Grades K-12)</a>
<a href="#">Occupational Therapy (Elementary and Secondary Grades K-12)</a>
<a href="#">Specific Learning Disabilities (Elementary and Secondary Grades K-12)</a>
<a href="#">Speech Language Impaired Associate (Elementary and Secondary Grades K-12)</a>
<a href="#">Emotionally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Hearing Impaired (Grades K-12)</a>
<a href="#">Mentally Handicapped (Elementary and Secondary Grades K-12)</a>
<a href="#">Visually Impaired (Elementary and Secondary Grades K-12)</a>
<a href="#">Speech Language Impaired (Elementary and Secondary Grades K-12)</a>
<a href="#">Varying Exceptionalities (Elementary and Secondary Grades K-12)</a>
<a href="#">Speech Correction (Elementary and Secondary Grades K-12)</a>

# Speech and Auditory Training: 6-8 (#7863020)

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

<b>Course Number:</b> 7863020	<b>Course Path: Section:</b> Exceptional Student Education > <b>Grade Group:</b> Middle/Junior High > <b>Subject:</b> Special Skills Courses > <b>Abbreviated Title:</b> SPEECH AUD TRAIN:6-8 <b>Course Length:</b> Semester (S) <b>Course Attributes:</b> <ul style="list-style-type: none"><li>• Class Size Core Required</li></ul>
<b>Course Status:</b> Course Approved	
<b>Grade Level(s):</b> 6,7,8	

## GENERAL NOTES

The purpose of this course is to enable students who are deaf or hard-of-hearing to develop speech and auditory skills necessary to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

This course is designed for students who are deaf or hard-of-hearing whose IEP indicates the need for speech and auditory training. The outcomes that the student should achieve must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

Instructional activities should be age appropriate and include a variety of learning opportunities. Activities involving practical applications may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills.

### English Language Development (ELD) Standards Special Notes Section:

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

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

## QUALIFICATIONS

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

- **Licensed Speech Language Pathologist**
- **Speech Language Pathologist Assistant\***

\*Speech Language Pathologist Assistants (SLPAs) require on-site supervision 100% of the time by a Speech Language Pathologist (SLP) licensed through the Florida Department of Health (DOH).

## Course Standards

Name	Description
SP.PK12.SA.10.1:	Demonstrate understanding of spoken language by responding in a meaningful way (listening to learn).
SP.PK12.SA.2.1:	Discriminate, identify, and produce vowel, diphthong, and consonant sounds by manner and place of articulation and voicing.
SP.PK12.SA.3.1:	Discriminate, identify, and produce sounds correctly in words and connected speech in a meaningful way.
SP.PK12.SA.5.1:	Maintain (clean, care for, and troubleshoot) personal listening device.
SP.PK12.SA.5.2:	Advocate for appropriate accommodations to compensate for deafness or hearing loss.
SP.PK12.SA.6.1:	Demonstrate awareness of speech and nonspeech sounds.
SP.PK12.SA.7.1:	Listen to, retrieve, and imitate speech and spoken language.
SP.PK12.SA.8.1:	Indicate similarities and differences between two or more sounds or spoken words.
SP.PK12.SA.9.1:	When given a set of choices, identify words, phrases, and sentences that differ by manner, voicing, and place of articulation.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

[Speech Correction \(Elementary and Secondary Grades K-12\)](#)

[Hearing Impaired \(Grades K-12\)](#)



# Unique Skills Independent Functioning: 6-8 (#7863030)

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

<b>Course Number:</b> 7863030  <b>Course Status:</b> Course Approved <b>Grade Level(s):</b> 6,7,8	<b>Course Path: Section:</b> Exceptional Student Education > <b>Grade Group:</b> Middle/Junior High > <b>Subject:</b> Special Skills Courses > <b>Abbreviated Title:</b> U SKLS: IND FUNC 6-8 <b>Course Length:</b> Semester (S) <b>Course Attributes:</b> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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## GENERAL NOTES

The purpose of this course is to enable students with disabilities to achieve independence in daily living activities in educational, home, and community settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

This course is designed for students with disabilities whose IEP indicates the need for intensive individualized intervention in independent functioning.

A student may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

Delivery of this course is setting neutral (resource room, self-contained, embedded instruction, elective course). Instructional activities involving practical applications of course requirements may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills. These applications may require that the student use related technology, tools, and equipment.

This course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.

### English Language Development (ELD) Standards Special Notes Section:

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

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

## Course Standards

Name	Description
SP.PK12.US.10.3:	Use organizational strategies related to planning, scheduling, time management, self-monitoring, and managing materials.
SP.PK12.US.10.1a:	Complete routines and tasks according to instructions and expectations.
SP.PK12.US.10.2b:	Sequence multiple tasks to complete activities by establishing routines, following a schedule, prioritizing tasks, and managing resources.
SP.PK12.US.11.1:	Use tools and/or assistive technology to complete daily routines and tasks.
SP.PK12.US.11.2:	Follow rules and procedures across a variety of settings.
SP.PK12.US.11.3:	Use materials for their intended purposes.
SP.PK12.US.11.4:	Demonstrate the ability to adjust to new routines and changes in tasks, settings, and locations.
SP.PK12.US.8.1:	Carry out personal care and hygiene routines, such as keeping clean, grooming and toileting.
SP.PK12.US.8.2:	Manage own clothing, such as dressing and selecting clothing items.
SP.PK12.US.8.3:	Perform positive health practices, including preventative health care and fitness.
SP.PK12.US.8.4:	Communicate need for medical assistance, such as indicating an illness or injury.
SP.PK12.US.8.5:	Identify and perform approved medical procedures, as appropriate, such as using an inhaler.
SP.PK12.US.8.6:	Demonstrate skills required for eating, such as using common utensils and opening packages.
SP.PK12.US.8.7:	Select food based on available options, preference, and nutritional value.
SP.PK12.US.8.8:	Follow safety procedures and routines for preparing food.
SP.PK12.US.8.9:	Use knowledge and skills to maintain and enhance personal safety, such as handling dangerous situations and emergencies, and preventing abuse.
SP.PK12.US.8.10:	Recognize and convey personal information, including determining when to keep such information confidential.
SP.PK12.US.8.11b:	Apply skills of self-advocacy and self-determination in a variety of situations, such as communicating interests and preferences in planning for the future.

<u>SP.PK12.US.9.1:</u>	Participate in individual and group recreation/leisure activities.
<u>SP.PK12.US.9.4:</u>	Apply acceptable eating and social skills when dining in a variety of establishments or settings.
<u>SP.PK12.US.9.6:</u>	Demonstrate how to use technological tools to access services and commodities in the community.
<u>SP.PK12.US.9.2a:</u>	Select and engage in volunteer activities in school or community, such as recycling, litter patrol, or collecting money for a charity.
<u>SP.PK12.US.9.3b:</u>	Use specific knowledge and skills when completing activities involving managing money, such as budgeting, shopping, and purchasing.
<u>SP.PK12.US.9.5b:</u>	Identify and follow rules when using various modes of transportation to access the community.
<u>ELD.K12.ELL.SL.1:</u>	English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

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

[Speech Correction \(Elementary and Secondary Grades K-12\)](#)

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

[Occupational Therapy \(Elementary and Secondary Grades K-12\)](#)

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

[Speech Language Impaired Associate \(Elementary and Secondary Grades K-12\)](#)

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

[Hearing Impaired \(Grades K-12\)](#)

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

[Visually Impaired \(Elementary and Secondary Grades K-12\)](#)

[Speech Language Impaired \(Elementary and Secondary Grades K-12\)](#)

# Unique Skills: Curriculum and Learning 6-8 (#7863040)

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

<b>Course Number:</b> 7863040  <b>Course Status:</b> Course Approved <b>Grade Level(s):</b> 6,7,8	<b>Course Path: Section:</b> Exceptional Student Education > <b>Grade Group:</b> Middle/Junior High > <b>Subject:</b> Special Skills Courses > <b>Abbreviated Title:</b> U SKLS: CURR&LRN 6-8 <b>Course Length:</b> Semester (S) <b>Course Attributes:</b> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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## GENERAL NOTES

The purpose of this course is to enable students with disabilities to acquire and apply skills and strategies to access the general curriculum and achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

This course is designed for students with disabilities who need intensive individualized intervention in curriculum and learning skills and strategies.

A student may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

Delivery of this course is setting neutral (resource room, self-contained, embedded instruction, elective course). Instructional activities involving practical applications of course requirements may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills. Course requirements may also require the student to acquire knowledge and skills involved with the use of related technology, tools, and equipment.

This course is designed to address a range of disabilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.

### English Language Development (ELD) Standards Special Notes Section:

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

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

## Course Standards

Name	Description
<a href="#">SP.PK12.US.1.5:</a>	Use effective test-taking skills and strategies, such as previewing, allocating time, outlining response to essays and short and extended responses, and reviewing answers.
<a href="#">SP.PK12.US.1.1b:</a>	Apply skills and strategies, such as decoding multisyllabic words; analyzing vocabulary, including roots and affixes; making associations; and using visual imagery and mnemonics, to recall and understand information from a variety of media sources.
<a href="#">SP.PK12.US.1.1c:</a>	Apply fundamental skills and strategies (associating objects, pictures, and symbols with words and concepts, recognizing and decoding words, and paraphrasing and summarizing text) to recall and understand information from visual, print, and/or digital text or audio presentations for real-world application, such as completing assignments in school, recognizing signs and environmental print, reading schedules and maps, and using a menu.
<a href="#">SP.PK12.US.1.2b:</a>	Use skills and strategies to link information with other cues, such as mnemonics, visual imagery, and links to prior knowledge, to increase recall and comprehension.
<a href="#">SP.PK12.US.1.3b:</a>	Apply fundamental skills and strategies in written communication, such as using personal information, making lists and completing forms, forming sentences and organizing ideas into paragraphs, letters, or stories.
<a href="#">SP.PK12.US.1.3c:</a>	Apply skills and strategies in written communication, including setting a purpose for writing, creating complete simple and complex sentences, and organizing information into different types of paragraphs and essays.
<a href="#">SP.PK12.US.1.4b:</a>	Apply skills and strategies in mathematical concepts and processes and/or computational fluency, such as financial literacy skills, algebraic problem solving, estimation skills, measurement and geometry skills, and comprehension of graphs, tables, and charts.
<a href="#">SP.PK12.US.2.1b:</a>	Use effecting task-completion strategies, such as identifying needed resources, planning steps for completion, and self-monitoring.
<a href="#">SP.PK12.US.2.2b:</a>	Use effective time-management, planning, and organization skills and strategies, including using a visual schedule or daily planner, setting goals and priorities, and locating, organizing, and sorting information.

<a href="#"><u>SP.PK12.US.3.4:</u></a>	Apply skills that promote self-awareness and goal setting to meet educational and personal needs to increase self-determination, including use of accommodations and assistive tools, as appropriate.
<a href="#"><u>SP.PK12.US.3.5:</u></a>	Use instructional and assistive technology to locate and access information, participate in computer-based instruction or testing, solve mathematical problems, create documents or images, and communicate with others.
<a href="#"><u>SP.PK12.US.3.6:</u></a>	Use effective time management and organization skills and strategies to complete class and work assignments.
<a href="#"><u>SP.PK12.US.3.1b:</u></a>	Apply skills and strategies to solve personal, school, community, and work problems.
<a href="#"><u>SP.PK12.US.3.2a:</u></a>	Use appropriate social skills and strategies to interact with peers and adults across settings, such as cooperative learning, participating in small and large groups, accepting feedback, and resolving conflicts.
<a href="#"><u>SP.PK12.US.3.2b:</u></a>	Use appropriate social skills and strategies to interact with peers and adults across settings, such as cooperative learning, participating in small and large groups, giving and accepting appropriate feedback, assuming a leadership role, and resolving conflicts.
<a href="#"><u>SP.PK12.US.3.3b:</u></a>	Participate effectively in academic and career planning, including, but not limited to, the IEP, course selection, course of study, post secondary goals, and the transition process.
<a href="#"><u>ELD.K12.ELL.SI.1:</u></a>	English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

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

[Visually Impaired \(Elementary and Secondary Grades K-12\)](#)

[Speech Language Impaired \(Elementary and Secondary Grades K-12\)](#)

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

[Speech Correction \(Elementary and Secondary Grades K-12\)](#)

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

[Occupational Therapy \(Elementary and Secondary Grades K-12\)](#)

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

[Speech Language Impaired Associate \(Elementary and Secondary Grades K-12\)](#)

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

[Hearing Impaired \(Grades K-12\)](#)

# Unique Skills: Communication 6-8 (#7863050)

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

<b>Course Number:</b> 7863050  <b>Course Status:</b> Course Approved  <b>Grade Level(s):</b> 6,7,8	<b>Course Path: Section:</b> Exceptional Student Education > <b>Grade Group:</b> Middle/Junior High > <b>Subject:</b> Special Skills Courses > <b>Abbreviated Title:</b> U SKLS: COMMUNIC 6-8 <b>Course Length:</b> Semester (S) <b>Course Attributes:</b> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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## GENERAL NOTES

The purpose of this course is to enable students with disabilities to develop and use expressive and receptive communication skills and strategies effectively in educational, home, and community settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

This course is designed for students with disabilities who need intensive individualized intervention in communication. If the student also receives speech or language therapy, consultation/collaboration with the speech and language pathologist is recommended-required.

A student may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

Delivery of this course is setting neutral (resource room, self-contained, embedded instruction, elective course). Instructional activities involving practical applications of course requirements may occur in home, school, and community settings for the purpose of training, practice, generalization, and maintenance of skills. These applications may require that the student use related technology, tools, and equipment.

This course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.

### English Language Development (ELD) Standards Special Notes Section:

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

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

## Course Standards

Name	Description
SP.PK12.TP.5.1:	Use language for a variety of purposes, including greeting, informing, demanding, promising, and requesting.
SP.PK12.TP.5.2:	Use language based on the needs of the situation or listener, such as talking differently to peers and adults, providing background information, and adjusting voice and volume according to setting demands.
SP.PK12.TP.5.3a:	Initiate and participate in conversations with adults and peers.
SP.PK12.TP.5.3b:	Follow rules for conversations, including staying on topic, taking turns, and initiating and ending conversations appropriately.
SP.PK12.US.4.3:	Demonstrate understanding and recall of information presented orally for specific purposes, such as identifying the main idea, drawing conclusions, and forming opinions.
SP.PK12.US.4.4:	Demonstrate understanding of information presented orally by using listening skills, including paying attention to cues, linking to prior knowledge, and considering speaker's perspective and nonverbal messages.
SP.PK12.US.5.1:	Use speech that can be understood by adults and peers.
SP.PK12.US.5.2:	Communicate messages and ideas clearly and effectively in a variety of situations.
SP.PK12.US.5.3:	Answer different types of questions, such as yes/no, open ended, and "wh" questions.
SP.PK12.US.5.4:	Express ideas in complete sentences using correct parts of speech.
SP.PK12.US.5.5:	Retell and summarize a story or event.
SP.PK12.US.5.6:	Effectively use nonverbal language, such as proximity, eye contact, gestures, and posture.
SP.PK12.US.5.7:	Clarify and explain words and ideas.
SP.PK12.US.5.8:	Participate effectively in small and large group discussions.
SP.PK12.US.5.9:	Recognize and repair communication breakdowns.
SP.PK12.US.5.10:	Use appropriate verbal and nonverbal communication when giving an individual or group presentation.
SP.PK12.US.7.1:	Use technology and assistive devices as needed to communicate or enhance messages in a meaningful and functional manner.

<a href="#">SP.PK12.US.7.2:</a>	Use own communication system, such as alternative/augmentative communication, assistive device, or sign language, to communicate and acquire information.
<a href="#">SP.PK12.US.7.3:</a>	Identify and use basic maintenance procedures needed by own communication system.
<a href="#">SP.PK12.US.7.4:</a>	Identify needs and request assistance with own communication system.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

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

[Speech Correction \(Elementary and Secondary Grades K-12\)](#)

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

[Occupational Therapy \(Elementary and Secondary Grades K-12\)](#)

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

[Speech Language Impaired Associate \(Elementary and Secondary Grades K-12\)](#)

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

[Hearing Impaired \(Grades K-12\)](#)

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

[Visually Impaired \(Elementary and Secondary Grades K-12\)](#)

[Speech Language Impaired \(Elementary and Secondary Grades K-12\)](#)

# Orientation and Mobility: 6–8 (#7863060)

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

<b>Course Number:</b> 7863060  <b>Course Status:</b> Course Approved <b>Grade Level(s):</b> 6,7,8	<b>Course Path: Section:</b> Exceptional Student Education > <b>Grade Group:</b> Middle/Junior High > <b>Subject:</b> Special Skills Courses > <b>Abbreviated Title:</b> ORIEN MOBLTY: 6-8 <b>Course Length:</b> Semester (S) <b>Course Attributes:</b> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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## GENERAL NOTES

The purpose of this course is to enable students with visual impairments to develop skills leading to safe, efficient, and independent movement and travel skills and knowledge of their presence within the environment to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

This course is designed for students with disabilities whose IEPs indicate the need for intensive individualized intervention in orientation and mobility skills. A visual impairment affects the students' knowledge of their surroundings, their relationship to their settings, and their ability to travel within the physical and social environments.

Students identified as visually impaired should be referred for an orientation and mobility evaluation as changes in vision, functioning, or developmental needs are observed. Placement in this course is determined by an assessment performed by an orientation and mobility specialist.

A student may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

Instructional activities involving practical applications of course requirements may occur in home, school and community, settings for the purposes of acquisition, practice, generalization, and maintenance of skills. These applications may require that the student use related technology, tools, and equipment. Activities may be arranged to extend beyond scheduled school hours.

This course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.

### English Language Development (ELD) Standards Special Notes Section:

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

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

## VERSION REQUIREMENTS

VISU IMPRD 6/ORIEN MOBL E

Any field when cert reflects bachelor/higher AND orientation and mobility endorsement

## Course Standards

Name	Description
<a href="#">SP.PK12.US.12.1:</a>	Identify personal body parts and analyze location relative to self and the environment.
<a href="#">SP.PK12.US.12.2:</a>	Perform basic locomotor and nonlocomotor movements, such as those needed to mobilize and/or hold and control mobility tools.
<a href="#">SP.PK12.US.12.3:</a>	Use sighted guide techniques, trailing, and protective techniques as appropriate for setting and student's developmental level.
<a href="#">SP.PK12.US.13.1:</a>	Recognize and locate geometric shapes in varying formats and settings, such as recognizing an octagon and placing it within the environment (stop sign).
<a href="#">SP.PK12.US.13.2:</a>	Distinguish between permanent and transitory items in the environment.
<a href="#">SP.PK12.US.13.3:</a>	Identify common auditory environmental stimuli and locations, such as the sound of a water fountain in the hallway and traffic sounds in the roads.
<a href="#">SP.PK12.US.13.4:</a>	Identify olfactory environmental information and cues, such as scents of food (restaurant), gasoline (gas station), and animals (pet store).
<a href="#">SP.PK12.US.13.5:</a>	Use environmental orienting techniques, such as using landmarks and tactful markers, for familiarizing areas in urban and rural settings.
<a href="#">SP.PK12.US.14.1:</a>	Use personal orienting techniques, such as squaring off, parallel alignment, and locating dropped objects.
<a href="#">SP.PK12.US.15.1:</a>	Perform independent travel skills using landmarks and cues.

<a href="#">SP.PK12.US.15.2:</a>	Use mobility tools, such as a pre-cane, cane, low-vision device, or electronic device, to travel independently.
<a href="#">SP.PK12.US.15.3:</a>	Use environment-specific skills, such as crossing streets, riding in escalators and elevators, and adapting to variations in lighting.
<a href="#">SP.PK12.US.16.1:</a>	Use spatial awareness skills and cardinal directions to orient oneself in the environment.
<a href="#">SP.PK12.US.17.1:</a>	Plan and implement safe decision making when traveling in familiar and unfamiliar environments.
<a href="#">SP.PK12.US.18.1:</a>	Respond appropriately to offers of assistance when traveling.
<a href="#">SP.PK12.US.18.2:</a>	Solicit necessary assistance when traveling.
<a href="#">SP.PK12.US.18.3:</a>	Use nontraditional devices and adaptive mobility devices, such as wheelchair, walkers, or support canes, as required by the situation.
<a href="#">SP.PK12.US.18.4:</a>	Plan, use, and manage private, public, and para-transit transportation for safe and efficient travel.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

[Orientation and Mobility Endorsement](#) Plus [Visually Impaired \(Elementary and Secondary Grades K-12\)](#)

# Expanded Skills: 6–8 (#7863070)

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

<b>Course Number:</b> 7863070  <b>Course Status:</b> Course Approved <b>Grade Level(s):</b> 6,7,8	<b>Course Path: Section:</b> Exceptional Student Education > <b>Grade Group:</b> Middle/Junior High > <b>Subject:</b> Special Skills Courses > <b>Abbreviated Title:</b> EXP SKLS: 6-8 <b>Course Length:</b> Semester (S) <b>Course Attributes:</b> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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## GENERAL NOTES

The purpose of this course is to enable students who are deaf or hard-of-hearing to apply concepts, knowledge, and skills in the expanded core curriculum in the educational, home, and community settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

This course is designed for students who are deaf or hard-of-hearing and need intensive individualized intervention to address the unique and specialized needs that result from their disability. Hearing loss adds a dimension to learning that often requires explicit teaching, such as information gained through incidental learning.

A student may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

Delivery of this course is setting neutral (resource class, support facilitator, embedded instruction, elective course). Instructional activities involving practical applications of course requirements may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills.

This course is designed to reflect the wide range of abilities within the populations of students with this disability. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.

### English Language Development (ELD) Standards Special Notes Section:

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

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

## Course Standards

Name	Description
<a href="#">SP.PK12.DH.1.1b:</a>	Explain historical and current attitudes of the Deaf community and the impact on themselves and others.
<a href="#">SP.PK12.DH.1.2b:</a>	Compare and contrast contributions of past and present figures of the Deaf community.
<a href="#">SP.PK12.DH.1.3b:</a>	Evaluate ways that individuals who are deaf or hard-of-hearing provide support for each other in their community.
<a href="#">SP.PK12.DH.1.4a:</a>	Identify ways that Deaf heritage and culture play an important role in the daily activities of individuals who are deaf or hard-of-hearing.
<a href="#">SP.PK12.DH.1.4b:</a>	Analyze ways that Deaf heritage and culture play an important role in the daily activities of individuals who are deaf or hard-of-hearing.
<a href="#">SP.PK12.DH.2.2:</a>	Maintain a time management and organizational system for academic studies.
<a href="#">SP.PK12.DH.2.5:</a>	Request clarification of school assignments from teachers, family, and peers, when needed.
<a href="#">SP.PK12.DH.2.3b:</a>	Explain how previously learned academic vocabulary, skill, or content is used in new skills and concepts.
<a href="#">SP.PK12.DH.2.4b:</a>	Construct paragraphs and essays following English semantic and syntactic rules with the support of own preferred mode of communication.
<a href="#">SP.PK12.DH.3.2:</a>	Label and describe the functions of the parts of the ear (pinna, ear canal, eardrum, bones, cochlea, hearing nerve, brain, outer, middle, inner) using pictures.
<a href="#">SP.PK12.DH.3.4:</a>	Maintain (clean, care for, and troubleshoot) own hearing aids, cochlear implants, and/or FM equipment with assistance.
<a href="#">SP.PK12.DH.3.1b:</a>	Describe own hearing loss, including identifying self as deaf or hard-of-hearing; stating cause of the hearing loss and age of onset; explaining that the hearing loss is stable, progressive, or irreversible; and describing accommodations, preferred learning strategies, and interpreting needs to teachers, peers, and community members.
<a href="#">SP.PK12.DH.3.3a:</a>	Identify the basic information on an audiogram.
<a href="#">SP.PK12.DH.3.3b:</a>	Explain the meaning of information on own audiogram to parents, teachers, and peers.
<a href="#">SP.PK12.DH.3.5a:</a>	State and apply listening and learning rules, including recognizing that hearing does not mean understanding, attending to the person who is speaking and/or signing, talking only about what he/she is learning, and requesting repetition or clarification when needed.
<a href="#">SP.PK12.DH.3.6b:</a>	Describe the type of assistance that can be provided in the school from an interpreter, audiologist, and the itinerant teacher.

<a href="#">SP.PK12.DH.3.7b:</a>	Use a variety of specialized telecommunication technology, including etiquette and procedures appropriate for his/her needs, with minimal assistance.
<a href="#">SP.PK12.DH.4.1:</a>	Consistently and appropriately use preferred communication modality, such as American Sign Language (ASL), Conceptually Accurate Signed Exact English (CASE), Signed Exact English (SEE), or Spoken Language (Aural-Oral Communication), and recognize that communication modality may change according to individual needs and preferences.
<a href="#">SP.PK12.DH.4.2:</a>	Participate in direct interactions with peers and adults using an appropriate mode of communication in a variety of settings independently.
<a href="#">SP.PK12.DH.4.3:</a>	Demonstrate communication through motor movements, facial expressions, vocalizations, and social interactions.
<a href="#">SP.PK12.DH.4.4:</a>	Demonstrate nonverbal elements of communication, including proximity, turn taking, body shifting, facial expressions, and eye gaze.
<a href="#">SP.PK12.DH.4.5:</a>	Express the meaning of complex vocabulary, concepts, and figurative language through explicit strategies, such as drawing, role play, fingerspelling, and recognizing visual markers.
<a href="#">SP.PK12.DH.4.6:</a>	Apply auditory discrimination and phonological skills to enhance understanding of spoken and written language, when appropriate.
<a href="#">SP.PK12.DH.5.3:</a>	Use appropriate behavior in response to situational demands and modify behavior as needed.
<a href="#">SP.PK12.DH.5.5:</a>	Anticipate and use repair strategies to ensure communication occurs during difficult listening situations or when communication breakdowns occur.
<a href="#">SP.PK12.DH.5.2a:</a>	Describe positive and negative ways the physical environment can affect communication and describe situations when it would be difficult.
<a href="#">SP.PK12.DH.5.2b:</a>	Request adaptation of the physical environment or accommodations when communication is perceived to be difficult.
<a href="#">SP.PK12.DH.5.4b:</a>	Communicate with others in ways appropriate for the relationship, such as peers, authority figures in the school and community, and employers.
<a href="#">SP.PK12.DH.6.5:</a>	Explain support services available in the school, home, and community, such as Florida Relay Service, interpreters, and travel assistance.
<a href="#">SP.PK12.DH.6.6:</a>	Request written reinforcement of instruction, including transcripts or closed captions for film/videos, when needed.
<a href="#">SP.PK12.DH.6.1b:</a>	Articulate interpreting needs, including describing how to work effectively with an interpreter for school and community activities, stating when services are needed/not needed, and describing the preferred mode of communication.
<a href="#">SP.PK12.DH.6.1c:</a>	Articulate the need for specialized or a preferred mode of communication with peers, adults, community members, and employers.
<a href="#">SP.PK12.DH.6.2b:</a>	Select and use assistive technology—low-tech, high-tech, closed captioning, alerting systems—that is personally appropriate.
<a href="#">SP.PK12.DH.6.3b:</a>	Locate and respond appropriately to alerting devices, such as fire or smoke alarm, doorbell, phone, and monitors in the school, community, and job site.
<a href="#">SP.PK12.DH.6.4b:</a>	Participate effectively in the development and presentation of own IEP, including assessment data, strengths, weaknesses, annual goals, objectives, special education and related services, accommodations, course of study, transition services, and postsecondary goals.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

[Hearing Impaired \(Grades K-12\)](#)

# Expanded Core Competencies: 6–8 (#7863080)

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

<b>Course Number:</b> 7863080  <b>Course Status:</b> Course Approved <b>Grade Level(s):</b> 6,7,8	<b>Course Path: Section:</b> Exceptional Student Education > <b>Grade Group:</b> Middle/Junior High > <b>Subject:</b> Special Skills Courses > <b>Abbreviated Title:</b> EXP CORE COMP: 6-8 <b>Course Length:</b> Semester (S) <b>Course Attributes:</b> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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## GENERAL NOTES

The purpose of this course is to enable students with visual impairments to apply concepts, knowledge, and skills in educational settings, home and community environments, and independent living to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

This course is designed for students with visual impairments who need intensive individualized intervention in the unique skills that result from their disability. The presence of a visual impairment affects access to all areas of the curriculum.

A student may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

Instructional activities involving practical applications of course requirements may occur in home, school (including separate setting, small group, and individually), and community settings for the purposes of acquisition, practice, generalization, and maintenance of skills. These applications may require that the student use related technology, tools, and equipment. Activities may be arranged to extend beyond scheduled school hours. To address the full range of special skills, students may also be enrolled in an Orientation and Mobility Skills course.

This course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.

### English Language Development (ELD) Standards Special Notes Section:

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

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

## VERSION REQUIREMENTS

VISU IMPRD 6

## Course Standards

Name	Description
<a href="#">SP.PK12.VI.1.1:</a>	Apply tactile discrimination skills, such as identifying differences in characteristics of three-dimensional objects—size, shape, texture, and weight.
<a href="#">SP.PK12.VI.1.2:</a>	Apply listening and auditory skills, such as discriminating sounds and associating concepts, actions, and ideas with expressive language.
<a href="#">SP.PK12.VI.1.3:</a>	Maintain a personal time management and organizational system for academic studies.
<a href="#">SP.PK12.VI.1.4:</a>	Perform fine motor tasks, such as handwriting/signature writing.
<a href="#">SP.PK12.VI.1.5:</a>	Use tactile discrimination skills to interpret objects, symbols, and graphics.
<a href="#">SP.PK12.VI.1.6:</a>	Apply braille skills, including pre-braille; use of braille writing tools; braille book skills; uncontracted, contracted, and tactile graphics; and Nemeth and music code.
<a href="#">SP.PK12.VI.1.7:</a>	Apply tactile and/or visual skills for math calculation and manipulation tools, such as an abacus and three-dimensional representational objects.
<a href="#">SP.PK12.VI.2.1:</a>	Maintain appropriate eye contact, body space, posture, facial expression, gestures, and socially acceptable mannerisms using nonvisual and/or low-vision strategies.
<a href="#">SP.PK12.VI.2.2:</a>	Apply interpersonal skills, such as engaging in appropriate social interactions and conversations; demonstrating respect, empathy, or sympathy; and managing criticism.
<a href="#">SP.PK12.VI.2.3:</a>	Participate effectively in group activities, such as cooperative learning and extracurricular activities.
<a href="#">SP.PK12.VI.2.4:</a>	Identify social, emotional, and physiological aspects of human sexuality appropriate for the student's developmental level.

<a href="#">SP.PK12.VI.2.5:</a>	Engage in cognitive (intentional) social behavior, such as interpreting social cues, identifying opportunities for social interactions, and generalizing social skills to a variety of situations.
<a href="#">SP.PK12.VI.3.3:</a>	Describe opportunities in selected career clusters, including the outlook for employment, qualifications, and training requirements.
<a href="#">SP.PK12.VI.3.4:</a>	Identify elements of planning for transition, such as establishing postsecondary goals for education/training, employment, and independent living, if needed; course of study; and identifying transition service needs.
<a href="#">SP.PK12.VI.3.6:</a>	Identify local, state, and federal resources available for transition support for the general population, including students with vision impairments.
<a href="#">SP.PK12.VI.3.7:</a>	Demonstrate knowledge and skills students who are blind or visually impaired need to enter postsecondary education or training.
<a href="#">SP.PK12.VI.3.8:</a>	Participate actively in the development of the IEP with parents and school and/or agency representatives for planning for transition to adult living based on individual interests, abilities, and values.
<a href="#">SP.PK12.VI.4.2:</a>	Locate school and community resources for recreation and leisure that facilitate participation by individuals who are blind or visually impaired.
<a href="#">SP.PK12.VI.4.3:</a>	Identify and implement adaptive strategies for recreational and leisure activities to ensure active participation.
<a href="#">SP.PK12.VI.5.1:</a>	Identify personal body parts and analyze their location relative to self and the environment.
<a href="#">SP.PK12.VI.5.2:</a>	Perform basic locomotor and nonlocomotor movements, such as those needed to mobilize and/or hold and control mobility tools.
<a href="#">SP.PK12.VI.5.3:</a>	Use sighted guide techniques, trailing, and protective techniques, as appropriate for setting and the student's developmental level.
<a href="#">SP.PK12.VI.5.4:</a>	Recognize and locate geometric shapes in varying formats and settings, such as recognizing an octagon and placing it within the environment (stop sign).
<a href="#">SP.PK12.VI.5.5:</a>	Distinguish between permanent and transitory items in the environment.
<a href="#">SP.PK12.VI.5.6:</a>	Identify common auditory environmental stimuli and locations, such as the sound of a water fountain in the hallway and traffic sounds in the roads.
<a href="#">SP.PK12.VI.5.7:</a>	Identify olfactory environmental information and cues, such as scents of food (restaurant), gasoline (gas station), and animals (pet store).
<a href="#">SP.PK12.VI.6.2:</a>	Navigate and manipulate the presentation format of auditory resources as needed.
<a href="#">SP.PK12.VI.7.4:</a>	Explain possible coping strategies for managing stressors.
<a href="#">SP.PK12.VI.7.5:</a>	Describe goals in self-advocating using appropriate communication and assertiveness.
<a href="#">SP.PK12.VI.7.1b:</a>	Explain own visual impairment, and its functional implications, and support resources within the medical and rehabilitation fields.
<a href="#">SP.PK12.VI.7.2b:</a>	Identify own interests, strengths, preferences, and needs.
<a href="#">SP.PK12.VI.7.3a:</a>	Identify personal strengths, competencies, and challenges.
<a href="#">SP.PK12.VI.8.1:</a>	Identify strategies for using residual vision with greater efficiency, such as using low-vision devices and adaptive technologies and techniques.
<a href="#">SP.PK12.VI.8.2:</a>	Respond to and summarize instructional level information presented in an auditory format.
<a href="#">SP.PK12.VI.9.1:</a>	Manage personal hygiene and grooming using nonvisual and/or low-vision strategies.
<a href="#">SP.PK12.VI.9.2:</a>	Identify strategies for managing personal wellness using nonvisual and/or low-vision strategies.
<a href="#">SP.PK12.VI.9.3:</a>	Demonstrate appropriate personal eating/table skills using nonvisual and/or low-vision strategies.
<a href="#">SP.PK12.VI.9.4:</a>	Manipulate garments to dress self independently using nonvisual and/or low-vision strategies.
<a href="#">SP.PK12.VI.9.6:</a>	Identify steps and demonstrate the ability to store and prepare food safely using nonvisual and/or low-vision strategies.
<a href="#">SP.PK12.VI.9.9:</a>	Create and maintain a schedule/calendar for personal management using nonvisual and/or low-vision strategies.
<a href="#">SP.PK12.VI.9.10:</a>	Demonstrate the ability to acquire materials and services providing support for independent-living activities, such as audiobooks and playback devices and household utensils.
<a href="#">SP.PK12.VI.9.11:</a>	Identify personal/household safety and manage procedures for maintaining a safe environment, such as fire safety, storm preparedness, and obtaining available agency support.
<a href="#">SP.PK12.VI.9.5a:</a>	Identify steps and demonstrate ability to care for clothing using nonvisual and/or low-vision strategies.
<a href="#">SP.PK12.VI.9.7b:</a>	Demonstrate steps to purchase items from different vendors and stores using nonvisual and/or low-vision strategies.
<a href="#">SP.PK12.VI.9.8b:</a>	Demonstrate basic household management skills, including cleaning, simple repairs, and budgeting, using nonvisual and/or low-vision strategies.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

[Visually Impaired \(Elementary and Secondary Grades K-12\)](#)

# Learning Strategies: 6–8 (#7863090)

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

<b>Course Number:</b> 7863090  <b>Course Status:</b> Course Approved <b>Grade Level(s):</b> 6,7,8	<b>Course Path: Section:</b> Exceptional Student Education > <b>Grade Group:</b> Middle/Junior High > <b>Subject:</b> Special Skills Courses > <b>Abbreviated Title:</b> LRNG STR: 6-8 <b>Course Length:</b> Semester (S) <b>Course Attributes:</b> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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## GENERAL NOTES

The purpose of this course is to enable students with disabilities to acquire and generalize strategies and skills across academic and community settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

This course is designed for students with disabilities who need intensive individualized intervention in learning strategies. The course may address academic skill deficits enabling students to learn strategies to access the general curriculum and close educational gaps.

A student may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to achievement of annual goals on the student's IEP. Instruction in subsequent courses should be designed to build upon students' previously mastered skills, not repeat previous course content.

Instructional activities involving practical applications of course requirements may occur in home, school, and community settings for the purpose of practice, generalization, and maintenance of skills and strategies. These applications may require that the student be trained in the use of related technology, tools, and equipment.

This course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.

### English Language Development (ELD) Standards Special Notes Section:

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

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

## Course Standards

Name	Description
<a href="#">SP.PK12.US.1.5:</a>	Use effective test-taking skills and strategies, such as previewing, allocating time, outlining response to essays and short and extended responses, and reviewing answers.
<a href="#">SP.PK12.US.1.6:</a>	Select and apply effective problem-solving skills and strategies to solve personal, academic, and community-based problems.
<a href="#">SP.PK12.US.1.1b:</a>	Apply skills and strategies, such as decoding multisyllabic words; analyzing vocabulary, including roots and affixes; making associations; and using visual imagery and mnemonics, to recall and understand information from a variety of media sources.
<a href="#">SP.PK12.US.1.2c:</a>	Apply skills and strategies (scanning, predicting, paraphrasing/ summarizing, rereading, inferencing, retelling, self-questioning, note taking, outlining, and interpreting text structure) to gain information from a variety of media sources and instructional presentations.
<a href="#">SP.PK12.US.1.3c:</a>	Apply skills and strategies in written communication, including setting a purpose for writing, creating complete simple and complex sentences, and organizing information into different types of paragraphs and essays.
<a href="#">SP.PK12.US.1.3d:</a>	Apply skills and strategies to produce clear and coherent oral and written communication, such as planning, creating drafts, editing and proofing, elaborating, rehearsing, revising, and publishing or presenting.
<a href="#">SP.PK12.US.1.4b:</a>	Apply skills and strategies in mathematical concepts and processes and/or computational fluency, such as financial literacy skills, algebraic problem solving, estimation skills, measurement and geometry skills, and comprehension of graphs, tables, and charts.
<a href="#">SP.PK12.US.2.1b:</a>	Use effecting task-completion strategies, such as identifying needed resources, planning steps for completion, and self-monitoring.
<a href="#">SP.PK12.US.2.2b:</a>	Use effective time-management, planning, and organization skills and strategies, including using a visual schedule or daily planner, setting goals and priorities, and locating, organizing, and sorting information.
<a href="#">SP.PK12.US.3.5:</a>	Use instructional and assistive technology to locate and access information, participate in computer-based instruction or testing, solve mathematical problems, create documents or images, and communicate with others.
<a href="#">SP.PK12.US.3.6:</a>	Use effective time management and organization skills and strategies to complete class and work assignments.

<a href="#"><u>SP.PK12.US.3.2a:</u></a>	Use appropriate social skills and strategies to interact with peers and adults across settings, such as cooperative learning, participating in small and large groups, accepting feedback, and resolving conflicts.
<a href="#"><u>SP.PK12.US.3.3b:</u></a>	Participate effectively in academic and career planning, including, but not limited to, the IEP, course selection, course of study, post secondary goals, and the transition process.
<a href="#"><u>ELD.K12.ELL.SI.1:</u></a>	English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

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

[Speech Correction \(Elementary and Secondary Grades K-12\)](#)

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

[Occupational Therapy \(Elementary and Secondary Grades K-12\)](#)

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

[Speech Language Impaired Associate \(Elementary and Secondary Grades K-12\)](#)

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

[Hearing Impaired \(Grades K-12\)](#)

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

[Visually Impaired \(Elementary and Secondary Grades K-12\)](#)

[Speech Language Impaired \(Elementary and Secondary Grades K-12\)](#)

# Speech Therapy: 6-8 (#7866030)

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

<b>Course Number:</b> 7866030	<b>Course Path: Section:</b> Exceptional Student Education > <b>Grade Group:</b> Middle/Junior High > <b>Subject:</b> Therapy > <b>Abbreviated Title:</b> SPEECH THRPY: 6-8 <b>Course Length:</b> Not Applicable <b>Course Attributes:</b> <ul style="list-style-type: none"><li>• Class Size Core Required</li></ul>
<b>Course Status:</b> Course Approved	
<b>Grade Level(s):</b> 6,7,8	

## GENERAL NOTES

The purpose of this course is to provide students exhibiting disorders of speech sounds, fluency, and/or voice that interfere with communication, performance, or functioning in the educational environment with appropriate instruction in skills necessary to achieve annual goals based on assessed needs and the student's individual educational plan (IEP) or educational plan (EP).

This course is designed for students with disabilities whose IEP or EP indicates the need for speech therapy, either as an exceptional student education program or related service. The outcomes that the student should achieve must be specific on an individual basis and relate to achievement of annual goals on the student's IEP or EP.

Instructional activities should be age appropriate and include a variety of learning opportunities. Activities involving practical applications may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills.

### English Language Development (ELD) Standards Special Notes Section:

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

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

## QUALIFICATIONS

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

- **Licensed Speech Language Pathologist**
- **Speech Language Pathologist Assistant\***

\*Speech Language Pathologist Assistants (SLPAs) require on-site supervision 100% of the time by a Speech Language Pathologist (SLP) licensed through the Florida Department of Health (DOH).

## Course Standards

Name	Description
<a href="#">SP.PK12.TP.10.1:</a>	Produce the vocal quality, pitch, loudness, resonance, and/or duration of phonation necessary to be understood and communicate functionally across educational settings.
<a href="#">SP.PK12.TP.8.1:</a>	Produce individual speech sounds and/or patterns of speech sounds necessary to be understood and communicate functionally across educational settings.
<a href="#">SP.PK12.TP.9.1:</a>	Produce speech with the natural flow, rate, and rhythm necessary to be understood and communicate functionally across educational settings.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications

<a href="#">Speech Correction (Elementary and Secondary Grades K-12)</a>
<a href="#">Speech Language Impaired (Elementary and Secondary Grades K-12)</a>
<a href="#">Speech Language Impaired Associate (Elementary and Secondary Grades K-12)</a>



# Language Therapy: 6-8 (#7866040)

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

<b>Course Number:</b> 7866040  <b>Course Status:</b> Course Approved <b>Grade Level(s):</b> 6,7,8	<b>Course Path: Section:</b> Exceptional Student Education > <b>Grade Group:</b> Middle/Junior High > <b>Subject:</b> Therapy > <b>Abbreviated Title:</b> LANG THR PY: 6-8 <b>Course Length:</b> Not Applicable <b>Course Attributes:</b> <ul style="list-style-type: none"> <li>• Class Size Core Required</li> </ul>
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## GENERAL NOTES

The purpose of this course is to provide students exhibiting disorders in one or more of the basic learning processes involved in understanding or in using spoken or written language with appropriate instruction in language skills necessary to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

This course is designed for students with disabilities whose IEP indicates the need for language therapy, either as an exceptional student education program or related service. The outcomes that the student should achieve must be specific on an individual basis and relate to achievement of annual goals on the student's IEP.

Instructional activities should be age appropriate and include a variety of learning opportunities. Activities involving practical applications may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills.

### English Language Development (ELD) Standards Special Notes Section:

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

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

## QUALIFICATIONS

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

- **Licensed Speech Language Pathologist**
- **Speech Language Pathologist Assistant\***

\*Speech Language Pathologist Assistants (SLPAs) require on-site supervision 100% of the time by a Speech Language Pathologist (SLP) licensed through the Florida Department of Health (DOH).

## Course Standards

Name	Description
<a href="#">SP.PK12.TP.1.1:</a>	Demonstrate comprehension and use of the sound systems of language and linguistic conventions to convey meaning in spoken and written language.
<a href="#">SP.PK12.TP.2.1:</a>	Demonstrate comprehension and use of the internal structure of words and construction of word forms in reading, writing, and spelling.
<a href="#">SP.PK12.TP.3.1:</a>	Demonstrate comprehension and use of the system governing the order and combination of words to form sentences in spoken and written language.
<a href="#">SP.PK12.TP.4.1:</a>	Demonstrate comprehension and use of the system that governs vocabulary acquisition and meaning of words and sentences in spoken and written language.
<a href="#">SP.PK12.TP.5.1:</a>	Demonstrate comprehension and use of the system that combines language components in functional and socially appropriate communication across educational settings.
<a href="#">SP.PK12.VI.6.1:</a>	Demonstrate interactive, meaningful, and functional use of augmentative or assistive technology, as needed, to initiate and maintain communication across educational settings.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## Related Certifications



# Occupational Therapy: 6-8 (#7866050)

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

<b>Course Number:</b> 7866050	<b>Course Path: Section:</b> Exceptional Student Education > <b>Grade Group:</b> Middle/Junior High > <b>Subject:</b> Therapy > <b>Abbreviated Title:</b> OCCU THRPY: 6-8 <b>Course Length:</b> Not Applicable <b>Course Attributes:</b> <ul style="list-style-type: none"><li>• Class Size Core Required</li></ul>
<b>Course Status:</b> Course Approved	
<b>Grade Level(s):</b> 6,7,8	

## GENERAL NOTES

The purpose of this course is to provide occupational therapy services to exceptional students in order to achieve functional outcomes identified in the student's individual educational plan (IEP) or educational plan (EP) to benefit from specially designed instruction.

This course is designed for students with disabilities whose IEP or EP indicates the need for occupational therapy as a related services and is specified in a plan of treatment or care developed by a licensed occupational therapist to assist the student in meeting educational goals, pursuant to the provision of Part III, Chapter 468, Florida Statutes.

The outcomes that the student should achieve must be specified on an individual basis and related to achievement of annual goals on the student's IEP or EP.

Instructional activities should be age appropriate and include a variety of learning opportunities. Activities involving practical applications may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills.

### English Language Development (ELD) Standards Special Notes Section:

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

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

## QUALIFICATIONS

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

- **Licensed Occupational Therapist**
- **Licensed Occupational Therapy Assistant**

## Course Standards

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

## Related Certifications

<a href="#">Occupational Therapy (Elementary and Secondary Grades K-12)</a>
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# Physical Therapy: 6-8 (#7866070)

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

<b>Course Number:</b> 7866070	<b>Course Path: Section:</b> Exceptional Student Education > <b>Grade Group:</b> Middle/Junior High > <b>Subject:</b> Therapy > <b>Abbreviated Title:</b> PHY THRPY: 6-8 <b>Course Length:</b> Not Applicable <b>Course Attributes:</b> <ul style="list-style-type: none"><li>• Class Size Core Required</li></ul>
<b>Course Status:</b> Course Approved	
<b>Grade Level(s):</b> 6,7,8	

## GENERAL NOTES

The purpose of this course is to provide physical therapy services to exceptional students in order to achieve functional outcomes identified in the student's individual educational plan (IEP) or educational plan (EP) to benefit from specially designed instruction.

This course is designed for students with disabilities whose IEP or EP indicates the need for physical therapy, as a related service and is specified in plan of treatment or care developed by a licensed physical therapist to assist the student in meeting educational goals, pursuant to the provision of Part III, Chapter 486, Florida Statutes.

The outcomes that the student should achieve must be specified on an individual basis and relate to achievement of annual goals on the student's IEP or EP.

Instructional activities should be age appropriate and include a variety of learning opportunities. Activities involving practical applications may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills.

### English Language Development (ELD) Standards Special Notes Section:

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

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

## QUALIFICATIONS

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

- **Licensed Physical Therapist**
- **Licensed Physical Therapy Assistant**

## Course Standards

Name	Description
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
SP.PK12.TP.7.1:	Demonstrate the ability to achieve functional outcomes as specified in the student's plan of treatment or care.