

# Research and Critical Thinking

Effective November 2021  
Rule 6A-1.09412, F.A.C.

## Course Standards

Name	Description
LAFS.6.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> <li>Ensure that pronouns are in the proper case (subjective, objective, possessive).</li> <li>Use intensive pronouns (e.g., myself, ourselves).</li> <li>Recognize and correct inappropriate shifts in pronoun number and person.</li> <li>Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</li> <li>Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</li> </ol>
LAFS.6.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> <li>Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</li> <li>Spell correctly.</li> </ol>
LAFS.6.RI.3.8:	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.
LAFS.6.RI.3.9:	<b>Compare and contrast one author's presentation of events with that of another</b> (e.g., a memoir written by and a biography on the same person).
LAFS.6.RL.1.1:	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.6.RL.1.2:	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.
LAFS.6.SL.1.1:	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, <b>building on others' ideas and expressing their own</b> clearly. <ol style="list-style-type: none"> <li>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>Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li> <li>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>Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li> </ol>
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.
LAFS.6.W.1.1:	Write arguments to support claims with clear reasons and relevant evidence. <ol style="list-style-type: none"> <li>Introduce claim(s) and organize the reasons and evidence clearly.</li> <li>Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li>Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from the argument presented.</li> </ol>
	<b>Standard Relation to Course: Supporting</b>
LAFS.6.W.1.2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <ol style="list-style-type: none"> <li>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>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from the information or explanation presented.</li> </ol>
	<b>Standard Relation to Course: Supporting</b>
LAFS.6.W.3.8:	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.
LAFS.6.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ol style="list-style-type: none"> <li><b>Apply grade 6 Reading standards to literature</b> (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 <b>similar themes and topics</b>").</li> <li>Apply grade 6 Reading standards to <b>literary nonfiction</b> (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").</li> </ol>
LAFS.6.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.
LAFS.68.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources.
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.
	<b>Make sense of problems and persevere in solving them.</b>
	Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They

MAFS.K12.MP.1.1:	analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.
MAFS.K12.MP.3.1:	<p><b>Construct viable arguments and critique the reasoning of others.</b></p> <p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p>
MAFS.K12.MP.6.1:	<p><b>Attend to precision.</b></p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>
SS.6.W.1.4:	Describe the methods of historical inquiry and how history relates to the other social sciences.
SS.6.W.1.5:	Describe the roles of historians and recognize varying historical interpretations (historiography).
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
SC.6.N.1.1:	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.

## General Course Information and Notes

### GENERAL NOTES

The purpose of this course is to enable students to develop basic knowledge and skills in the research process with emphasis on determining and refining research questions.

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

- research process
- research topics
- research questions and hypotheses
- definition, analysis, and evaluation of research questions
- review of literature and other resources
- formulation of hypotheses
- report formats, styles, and content
- directed investigations
- critical analysis of research
- a major research project, preferably cross-disciplinary

#### 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:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

### 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.**

## GENERAL INFORMATION

**Course Number:** 1700000

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Research and Critical Thinking >

**SubSubject:** General >

**Abbreviated Title:** M/J RESEARCH 1

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Course Approved

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

## Course Standards

Name	Description
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> </ul>

MA.K12.MTR.5.1:

- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.4.1:

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.5.1:

Use appropriate voice and tone when speaking or writing.

ELA.K.12.EE.6.1:	<b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
	Describe the methods of historical inquiry and how history relates to the other social sciences.
SS.6.W.1.4:	<b>Clarifications:</b> Examples are archaeology, geography, political science, economics.
SS.6.W.1.5:	Describe the roles of historians and recognize varying historical interpretations (historiography).
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
SC.6.N.1.1:	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.

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The purpose of this course is to enable students to develop basic knowledge and skills in the research process with emphasis on determining and refining research questions.

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- research process
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- formulation of hypotheses
- report formats, styles, and content
- directed investigations
- critical analysis of research
- a major research project, preferably cross-disciplinary

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### 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:

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### 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.**

### GENERAL INFORMATION

**Course Number:** 1700000

**Course Path:** Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Research and Critical Thinking >

**SubSubject:** General >

**Abbreviated Title:** M/J RESEARCH 1

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** State Board Approved

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

# M/J Research 2 (#1700010) 2015 - 2022 (current)

## Course Standards

Name	Description
LAFS.68.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources.
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.7.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>a. Explain the function of phrases and clauses in general and their function in specific sentences.</li> <li>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> <li>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</li> </ul>
LAFS.7.RI.3.8:	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.
LAFS.7.RI.3.9:	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.
LAFS.7.RL.1.1:	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.7.RL.1.2:	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.
LAFS.7.SL.1.1:	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. <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> <p><b>Standard Relation to Course: Supporting</b></p>
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.
LAFS.7.W.1.2:	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 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.</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 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.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul> <p><b>Standard Relation to Course: Supporting</b></p>
LAFS.7.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.7.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.7.W.2.6:	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.
LAFS.7.W.3.7:	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
LAFS.7.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.
LAFS.7.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. <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> <p><b>Standard Relation to Course: Supporting</b></p>
LAFS.7.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.
MAFS.K12.MP.1.1:	<b>Make sense of problems and persevere in solving them.</b> Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information



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

**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.

**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.

ELD.K12.ELL.SI.1:

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

## General Course Information and Notes

### GENERAL NOTES

The purpose of this course is to enable students to develop proficient knowledge and skills in the research process with emphasis on appropriate research design.

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

- research process
- experimental, descriptive, and historical research
- legal and ethical issues in research-research questions and hypotheses
- review of literature and other resources-report formats, styles, and content-investigations
- critical analysis of research
- a major research project, preferably cross-disciplinary

**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:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

### 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.**

### GENERAL INFORMATION

**Course Number:** 1700010

**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 6 to 8 Education Courses > **Subject:** Research and Critical Thinking > **SubSubject:** General > **Abbreviated Title:** M/J RESEARCH 2  
**Course Length:** Year (Y)  
**Course Level:** 2

**Course Status:** Course Approved

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



## Course Standards

Name	Description
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> </ul>

MA.K12.MTR.5.1:

- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.4.1:

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.5.1:

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

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

## General Course Information and Notes

### GENERAL NOTES

The purpose of this course is to enable students to develop proficient knowledge and skills in the research process with emphasis on appropriate research design.

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

- research process
- experimental, descriptive, and historical research
- legal and ethical issues in research-research questions and hypotheses
- review of literature and other resources-report formats, styles, and content-investigations
- critical analysis of research
- a major research project, preferably cross-disciplinary

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### 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:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

### 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.**

### GENERAL INFORMATION

**Course Number:** 1700010

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Research and Critical Thinking >

**SubSubject:** General >

**Abbreviated Title:** M/J RESEARCH 2

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** State Board Approved

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

## Course Standards

Name	Description
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.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.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.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> <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> <p><b>Standard Relation to Course: Supporting</b></p>
LAFS.8.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</li> <li>Form and use verbs in the active and passive voice.</li> <li>Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li> <li>Recognize and correct inappropriate shifts in verb voice and mood.</li> </ol> <p><b>Standard Relation to Course: Supporting</b></p>
LAFS.8.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</li> <li>Use an ellipsis to indicate an omission.</li> <li>Spell correctly.</li> </ol> <p><b>Standard Relation to Course: Supporting</b></p>
LAFS.8.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 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <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> <p><b>Standard Relation to Course: Supporting</b></p>
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.W.1.1:	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> <li>Introduce claim(s), 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 evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</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> <p><b>Standard Relation to Course: Supporting</b></p>
LAFS.8.W.3.8:	<p>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.</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>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").</li> </ol>
LAFS.8.W.3.9:	

	b. Apply <b>grade 8 Reading standards to literary nonfiction</b> (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; <b>recognize when irrelevant evidence is introduced</b> ”).
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.
	<b>Make sense of problems and persevere in solving them.</b>
MAFS.K12.MP.1.1:	Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and <b>they continually ask themselves, “Does this make sense?”</b> They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.
	<b>Construct viable arguments and critique the reasoning of others.</b>
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.
	<b>Attend to precision.</b>
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.
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.
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.
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.
SS.8.A.1.1:	Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.
	<b>Clarifications:</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> .
SS.8.A.1.4:	Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

The purpose of this course is to enable students to develop advanced knowledge and skills in the research process with emphasis on data collection and analysis.

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

- research process
- research questions and hypotheses
- review of literature and other resources
- legal and ethical issues in research
- research design
- data collection, analysis, and statistics
- interpretation of results
- application of findings
- report formats, styles, and content
- investigations
- critical analysis of research
- a major research project, preferably cross-curricular

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:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

## 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.**

## GENERAL INFORMATION

**Course Number:** 1700020

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Research and Critical Thinking >

**SubSubject:** General >

**Abbreviated Title:** M/J RESEARCH 3

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Course Approved

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



## Course Standards

Name	Description
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> </ul>

MA.K12.MTR.5.1:

- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.4.1:

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.5.1:

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

ELA.K.12.EE.6.1:	<b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
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.
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.
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.
SS.8.A.1.1:	Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments. <b>Clarifications:</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> .
SS.8.A.1.4:	Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

The purpose of this course is to enable students to develop advanced knowledge and skills in the research process with emphasis on data collection and analysis.

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

- research process
- research questions and hypotheses
- review of literature and other resources
- legal and ethical issues in research
- research design
- data collection, analysis, and statistics
- interpretation of results
- application of findings
- report formats, styles, and content
- investigations
- critical analysis of research
- a major research project, preferably cross-curricular

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### 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:  
<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

### 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.**

### GENERAL INFORMATION

**Course Number:** 1700020

**Course Path:** Section: Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 6 to 8 Education  
Courses > **Subject:** Research and Critical Thinking >  
**SubSubject:** General >  
**Abbreviated Title:** M/J RESEARCH 3  
**Course Length:** Year (Y)



# M/J Career Research and Decision Making (#1700060) 2019 - 2022 (current)

## Course Standards

Name	Description
LAFS.6.RI.1.1:	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.6.RI.1.2:	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.
LAFS.6.RI.2.5:	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.
LAFS.6.RI.2.6:	<b>Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</b>
LAFS.6.RI.3.7:	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.
LAFS.6.RI.3.8:	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.
LAFS.6.RI.3.9:	<b>Compare and contrast one author's presentation of events with that of another</b> (e.g., a memoir written by and a biography on the same person).
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.
LAFS.6.SL.2.5:	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
LAFS.6.W.1.1:	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>
LAFS.6.W.1.2:	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>
LAFS.6.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.6.W.2.6:	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.
LAFS.6.W.3.7:	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
LAFS.6.W.3.8:	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.
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.2.5:	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LAFS.68.RH.2.6:	<b>Identify aspects of a text that reveal an author's point of view or purpose</b> (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.RST.1.1:	Cite specific textual evidence to support analysis of science and technical texts.
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:	Write arguments focused on discipline-specific content. <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> </ul>

	e. Provide a concluding statement or section that follows from and supports the argument 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.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
LAFS.7.RI.1.1:	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.7.RI.1.2:	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.
LAFS.7.RI.2.5:	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.
LAFS.7.RI.2.6:	<b>Determine an author's point of view or purpose in a text and analyze</b> how the author distinguishes his or her position from that of others.
LAFS.7.RI.3.8:	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.
LAFS.7.RI.3.9:	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.
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.2.5:	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
LAFS.7.W.1.1:	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.
LAFS.7.W.1.2:	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.
LAFS.7.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.7.W.2.6:	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.
LAFS.7.W.3.7:	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
LAFS.7.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.
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.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:	<b>Determine an author's point of view or purpose in a text and analyze</b> 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.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.2.5:	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
LAFS.8.W.1.1:	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), 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 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), 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 to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis

	of relevant content.
LAFS.8.W.1.2:	<p>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.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>
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.2.6:	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.
HE.6.B.4.3:	<p>Demonstrate effective conflict-management and/or resolution strategies.</p> <p><b>Clarifications:</b> Talk to an adult, anger management, and conflict mediation.</p>
HE.6.B.5.2:	<p>Choose healthy alternatives over unhealthy alternatives when making a decision.</p> <p><b>Clarifications:</b> Not smoking, limiting sedentary activity, and practicing good character.</p>
HE.7.B.4.3:	<p>Articulate the possible causes of conflict among youth in schools and communities.</p> <p><b>Clarifications:</b> Ethnic prejudice and diversity, substance use, group dynamics, relationship issues/dating violence, gossip/rumors, and sexual identity.</p>
HE.7.B.5.2:	<p>Select healthy alternatives over unhealthy alternatives when making a decision.</p> <p><b>Clarifications:</b> Proper prescription-drug use, using safety equipment, Internet safety, and managing stress.</p>
HE.8.B.4.3:	<p>Examine the possible causes of conflict among youth in schools and communities.</p> <p><b>Clarifications:</b> Relationships, territory, jealousy, and gossip/rumors.</p>
HE.8.B.5.2:	<p>Categorize healthy and unhealthy alternatives to health-related issues or problems.</p> <p><b>Clarifications:</b> (Alcohol consumption, sleep requirements, physical activity, and time management.)</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

The purpose of this course is to enable students to explore careers/career clusters and make informed career choices. Activities enable students to increase self-awareness and develop the skills needed to successfully plan for postsecondary education and the workplace. Career assessment should include interests, aptitudes, and basic skills. Work-based learning strategies appropriate for this course include job shadowing, field trips, and mentors. Work-based activities allow students to evaluate their career choices as they relate to actual careers at the worksite.

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

- Self-awareness to include interests, values, skills, learning styles, etc.
- Goal-setting and decision-making processes
- Exploring careers/career clusters and educational requirements
- Postsecondary education and training opportunities
- Workplace skills such as communication, teamwork, problem-solving, time management, computer, etc.
- Career and education planning

**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, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity’s economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit <http://www.fldoe.org/academics/college-career-planning/educators-toolkit/index.shtml>.

**Career and Education Planning Course Standards – Students will:**

- 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.

**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:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

## 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.**

## GENERAL INFORMATION

**Course Number:** 1700060

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Research and Critical Thinking >

**SubSubject:** General >

**Abbreviated Title:** M/J CAREER RES & DEC

**Course Length:** Semester (S)

**Course Level:** 2

**Course Status:** Course Approved

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



# M/J Career Research and Decision Making (#1700060) 2022 - And Beyond

## Course Standards

Name	Description
ELA.6.C.1.3:	Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, and a logical organizational structure with varied transitions. <b>Clarifications:</b> Clarification 1: See Writing Types and Elaborative Techniques.
ELA.6.C.1.4:	Write expository texts to explain and/or analyze information from multiple sources, using a logical organizational structure, relevant elaboration, and varied transitions. <b>Clarifications:</b> Clarification 1: See Writing Types and Elaborative Techniques.
ELA.6.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. <b>Clarifications:</b> Clarification 1: Skills to be mastered at this grade level are as follows: <ul style="list-style-type: none"> <li>• Use verbals including gerunds, infinitives, and participial phrases.</li> <li>• Use comparative and superlative forms of adjectives.</li> <li>• Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference.</li> </ul> Skills to be implemented but not yet mastered are as follows: <ul style="list-style-type: none"> <li>• Appropriately use colons.</li> <li>• Appropriately use dangling modifiers.</li> <li>• Appropriately use ellipses.</li> <li>• Appropriately use hyphens.</li> <li>• Vary sentence structure.</li> </ul> Clarification 2: See Convention Progression by Grade Level for more information.
ELA.6.C.4.1:	Conduct research to answer a question, drawing on multiple reliable and valid sources, and refocusing the inquiry when appropriate. <b>Clarifications:</b> Clarification 1: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.
ELA.6.C.5.1:	Integrate diverse digital media to enhance audience engagement in oral or written tasks. <b>Clarifications:</b> Clarification 1: Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the task and complement the information being shared, meaning that the multimedia elements should add information to the presentation, not restate or reinforce it. The elements should be smoothly integrated into the presentation.
ELA.6.C.5.2:	Use digital tools to produce writing.
ELA.6.R.2.1:	Explain how individual text sections and/or features convey meaning in texts.
ELA.6.R.2.2:	Analyze the central idea(s), implied or explicit, and its development throughout a text. <b>Clarifications:</b> Clarification 1: Various types of support could include an author's use of facts, definitions, concrete details, and/or quotations to develop the central idea(s) in a text.
ELA.6.R.2.3:	Analyze authors' purpose(s) in multiple accounts of the same event or topic.
ELA.6.R.2.4:	Track the development of an argument, identifying the types of reasoning used. <b>Clarifications:</b> Clarification 1: For more information on types of reasoning, see Types of Logical Reasoning. Clarification 2: Instruction in types of reasoning will include an introduction to fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See Fallacies in Reasoning (Informal).
ELA.6.R.3.2:	Paraphrase content from grade-level texts. <b>Clarifications:</b> Clarification 1: Most grade-level texts are appropriate for this benchmark.
ELA.7.C.1.3:	Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, a logical organizational structure with varied transitions, and acknowledging at least one counterclaim. <b>Clarifications:</b> Clarification 1: See Writing Types and Elaborative Techniques.
ELA.7.C.1.4:	Write expository texts to explain and analyze information from multiple sources, using relevant supporting details and a logical organizational pattern. <b>Clarifications:</b>

	Clarification 1: See Writing Types.
ELA.7.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  Clarification 1: Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Appropriately use colons.</li> <li>• Appropriately use dangling modifiers.</li> <li>• Appropriately use ellipses.</li> <li>• Appropriately use hyphens.</li> <li>• Vary sentence structure.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Appropriately use passive and active voice.</li> <li>• Use semicolons to form sentences.</li> <li>• Use verbs with attention to voice and mood.</li> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> </ul> <p>Clarification 2: See Convention Progression by Grade Level for more information.</p>
ELA.7.C.4.1:	<p>Conduct research to answer a question, drawing on multiple reliable and valid sources, and generating additional questions for further research.</p> <p><b>Clarifications:</b>  Clarification 1: There is no requirement that students research the additional questions generated.  Clarification 2: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p>
ELA.7.C.5.1:	<p>Integrate diverse digital media to build cohesion in oral or written tasks.</p> <p><b>Clarifications:</b>  Clarification 1: Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the presentation and help to unify the concepts. The elements should be smoothly integrated into the presentation.</p>
ELA.7.C.5.2:	Use digital tools to produce and share writing.
ELA.7.R.2.1:	Explain how individual text sections and/or features convey a purpose in texts.
ELA.7.R.2.2:	Compare two or more central ideas and their development throughout a text.
ELA.7.R.2.3:	<p>Explain how an author establishes and achieves purpose(s) through diction and syntax.</p> <p><b>Clarifications:</b>  Clarification 1: This benchmark focuses on the way in which diction (the author's word choice) and syntax (the way in which an author arranges those words) work together to achieve a purpose.</p>
ELA.7.R.2.4:	<p>Track the development of an argument, analyzing the types of reasoning used and their effectiveness.</p> <p><b>Clarifications:</b>  Clarification 1: For more information on types of reasoning, see Types of Logical Reasoning.  Clarification 2: Instruction in types of reasoning will include fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See Fallacies in Reasoning (Informal).</p>
ELA.7.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b>  Clarification 1: Most grade-level texts are appropriate for this benchmark.</p>
ELA.8.C.1.3:	<p>Write to argue a position, supporting at least one claim and rebutting at least one counterclaim with logical reasoning, credible evidence from sources, elaboration, and using a logical organizational structure.</p> <p><b>Clarifications:</b>  Clarification 1: See Writing Types and Elaborative Techniques.</p>
ELA.8.C.1.4:	<p>Write expository texts to explain and analyze information from multiple sources, using relevant supporting details, logical organization, and varied purposeful transitions.</p> <p><b>Clarifications:</b>  Clarification 1: See Writing Types.</p>
ELA.8.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  Clarification 1: Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Appropriately use passive and active voice.</li> <li>• Use semicolons to form sentences.</li> <li>• Use verbs with attention to voice and mood.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> </ul> <p>Clarification 2: See Convention Progression by Grade Level for more information.</p>
ELA.8.C.4.1:	<p>Conduct research to answer a question, drawing on multiple reliable and valid sources, and generating additional questions for further research.</p> <p><b>Clarifications:</b>  Clarification 1: There is no requirement that students research the additional questions generated.  Clarification 2: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p>

ELA.8.C.5.1:	Integrate diverse digital media to emphasize the relevance of a topic or idea in oral or written tasks.
ELA.8.C.5.2:	Use a variety of digital tools to collaborate with others to produce writing.
ELA.8.R.2.1:	Analyze how individual text sections and/or features convey a purpose and/or meaning in texts.
ELA.8.R.2.2:	Analyze two or more central ideas and their development throughout a text.
	Explain how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.
ELA.8.R.2.3:	<p><b>Clarifications:</b></p> <p>Clarification 1: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.</p> <p>Clarification 2: Students will explain the appropriateness of appeals in achieving a purpose. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.</p> <p>Clarification 3: See Secondary Figurative Language.</p> <p>Clarification 4: See Rhetorical Appeals and Rhetorical Devices.</p>
ELA.8.R.2.4:	<p>Track the development of an argument, analyzing the types of reasoning used and their effectiveness, identifying ways in which the argument could be improved.</p> <p><b>Clarifications:</b></p> <p>Clarification 1: For more information on types of reasoning, see Types of Logical Reasoning.</p> <p>Clarification 2: Instruction in types of reasoning will include an introduction to fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See Fallacies in Reasoning (Informal).</p>
ELA.8.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b></p> <p>Clarification 1: Most grade-level texts are appropriate for this benchmark.</p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by <b>speakers and peers</b>. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b></p> <p>See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b></p> <p>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b></p> <p>In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b></p> <p>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b></p> <p>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b></p>

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- **Develop students' ability to analyze and problem solve.**
- **Recognize students' effort when solving challenging problems.**

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

	<p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K.12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
HE.6.B.4.3:	<p>Demonstrate effective conflict-management and/or resolution strategies.</p> <p><b>Clarifications:</b> Talk to an adult, anger management, and conflict mediation.</p>
HE.6.B.5.2:	<p>Choose healthy alternatives over unhealthy alternatives when making a decision.</p> <p><b>Clarifications:</b> Not smoking, limiting sedentary activity, and practicing good character.</p>
HE.7.B.4.3:	<p>Articulate the possible causes of conflict among youth in schools and communities.</p> <p><b>Clarifications:</b> Ethnic prejudice and diversity, substance use, group dynamics, relationship issues/dating violence, gossip/rumors, and sexual identity.</p>
HE.7.B.5.2:	<p>Select healthy alternatives over unhealthy alternatives when making a decision.</p> <p><b>Clarifications:</b> Proper prescription-drug use, using safety equipment, Internet safety, and managing stress.</p>
HE.8.B.4.3:	<p>Examine the possible causes of conflict among youth in schools and communities.</p> <p><b>Clarifications:</b> Relationships, territory, jealousy, and gossip/rumors.</p>
HE.8.B.5.2:	<p>Categorize healthy and unhealthy alternatives to health-related issues or problems.</p> <p><b>Clarifications:</b> (Alcohol consumption, sleep requirements, physical activity, and time management.)</p>
ELD.K.12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

The purpose of this course is to enable students to explore careers/career clusters and make informed career choices. Activities enable students to increase self-awareness and develop the skills needed to successfully plan for postsecondary education and the workplace. Career assessment should include interests, aptitudes, and basic skills. Work-based learning strategies appropriate for this course include job shadowing, field trips, and mentors. Work-based activities allow students to evaluate their career choices as they relate to actual careers at the worksite.

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

- Self-awareness to include interests, values, skills, learning styles, etc.
- Goal-setting and decision-making processes
- Exploring careers/career clusters and educational requirements
- Postsecondary education and training opportunities
- Workplace skills such as communication, teamwork, problem-solving, time management, computer, etc.
- Career and education planning

**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, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit <http://www.fldoe.org/academics/college-career-planning/educators-toolkit/index.shtml>.

**Career and Education Planning Course Standards – Students will:**

- 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.

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**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:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

## 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.**

## GENERAL INFORMATION

**Course Number:** 1700060

**Course Path:** Section: Grades PreK to 12 Education  
 Courses > **Grade Group:** Grades 6 to 8 Education  
 Courses > **Subject:** Research and Critical Thinking >  
**SubSubject:** General >  
**Abbreviated Title:** M/J CAREER RES & DEC  
**Course Length:** Semester (S)  
**Course Level:** 2

**Course Status:** State Board Approved

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

# M/J Critical Thinking, Problem Solving, and Learning Strategies (#1700100) 2015 - 2022 (current)

## Course Standards

Name	Description
LAFS.68.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources.
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.7.RI.1.1:	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.7.RI.2.6:	<b>Determine an author's point of view or purpose in a text and analyze</b> how the author distinguishes his or her position from that of others.
LAFS.7.RI.3.7:	Compare and contrast a text to an audio, video, or multimedia version of the text, <b>analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</b>
LAFS.7.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 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.
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.
LAFS.7.W.1.1:	Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> <li>a. Introduce claim(s), acknowledge 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), 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>
	<b>Standard Relation to Course: Supporting</b>
LAFS.7.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.7.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.
	<b>Make sense of problems and persevere in solving them.</b>
MAFS.K12.MP.1.1:	Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.
	<b>Construct viable arguments and critique the reasoning of others.</b>
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.
	<b>Attend to precision.</b>
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.
SC.7.N.1.1:	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.1.4:	Identify test variables (independent variables) and outcome variables (dependent variables) in an experiment.
SC.7.N.1.7:	Explain that scientific knowledge is the result of a great deal of debate and confirmation within the science community.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

# General Course Information and Notes

## GENERAL NOTES

The purpose of this course is to enable students to develop learning strategies, critical-thinking skills, and problem-solving skills to enhance their performance in academic and nonacademic endeavors.

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

- strategies for acquiring, storing, and retrieving information
- strategies for oral and written communication
- critical-thinking operations, processes, and enabling skills
- problem-solving skills and strategies
- strategies for linking new information with prior knowledge

### 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:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

## QUALIFICATIONS

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

**Any academic coverage (any coverage classified as an academic coverage in Rules 6A-4.0101 through 6A-4.0343, Florida Administrative Code).**

## GENERAL INFORMATION

**Course Number:** 1700100

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Research and Critical Thinking >

**SubSubject:** General >

**Abbreviated Title:** M/J CRIT THINK

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Course Approved

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



# M/J Critical Thinking, Problem Solving, and Learning Strategies (#1700100) 2022 - And Beyond

## Course Standards

Name	Description
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> </ul>

MA.K12.MTR.5.1:	<ul style="list-style-type: none"> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they</p>

	must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K.12.EE.6.1:	<b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
SC.7.N.1.1:	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.1.4:	Identify test variables (independent variables) and outcome variables (dependent variables) in an experiment.
SC.7.N.1.7:	Explain that scientific knowledge is the result of a great deal of debate and confirmation within the science community.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

The purpose of this course is to enable students to develop learning strategies, critical-thinking skills, and problem-solving skills to enhance their performance in academic and nonacademic endeavors.

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

- strategies for acquiring, storing, and retrieving information
- strategies for oral and written communication
- critical-thinking operations, processes, and enabling skills
- problem-solving skills and strategies
- strategies for linking new information with prior knowledge

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### 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:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

### QUALIFICATIONS

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

**Any academic coverage (any coverage classified as an academic coverage in Rules 6A-4.0101 through 6A-4.0343, Florida Administrative Code).**

### GENERAL INFORMATION

**Course Number:** 1700100

**Course Path:** Section: Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 6 to 8 Education  
Courses > **Subject:** Research and Critical Thinking >  
**SubSubject:** General >  
**Abbreviated Title:** M/J CRIT THINK  
**Course Length:** Year (Y)  
**Course Level:** 2

**Course Status:** State Board Approved

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

# M/J AVID 6th (#1700110) 2020 - 2022 (current)

## Course Standards

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

## General Course Information and Notes

### VERSION DESCRIPTION

**Major Concepts/Content:** Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction that utilizes a rigorous college-preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities, and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their academic growth. Additionally, students engage in activities centered around exploring college and career opportunities and their own agency.

Some students may have previous experience with AVID Elementary, and some students will be experiencing AVID for the first time. The 6<sup>th</sup> grade AVID elective course is an introduction to the AVID philosophy. Students will develop an awareness of the values accompanying academic goals and success. The course will focus on building students' self-confidence and communication skills in working with peers and adults. Students will be exposed to reading strategies that will assist them in building vocabulary and understanding a variety of texts and will also focus on pre-writing techniques, summary writing, and structural components of note-taking. Students will increase college and career awareness through guest-speaker presentations, field-trip opportunities, and research.

#### AVID curriculum books used:

AVID College and Careers

AVID Critical Thinking and Engagement

AVID Reading for Disciplinary Literacy

AVID Secondary Implementation Resource

AVID Tutorial Guide

AVID Writing for Disciplinary Literacy

#### Supplemental materials course include the following:

AVID Weekly®, Supporting Math in the AVID Elective, Write Path content-area books, focused note-taking resources, and my.avid.org Curriculum Book Webpages

#### STUDENT OUTCOMES

Student Agency (SA)

- Student Empowerment
- Leadership of Others

Rigorous Academic Preparedness (AP)

- Writing
- Inquiry
- Collaboration
- Organization
- Reading

Opportunity Knowledge (OK)

- Advancing College Preparedness
- Building Career Knowledge

#### STUDENT AGENCY (6.SA)

##### Student Empowerment

AV.6.SA.1.1 - (a) Determine personal interest for extracurricular and community service activities within the school and community; (b) Gain awareness of extracurricular and community service activities within the school and community

AV.6.SA.1.2 - Evaluate the impact of decisions on others

AV.6.SA.1.3 - Explore the importance of healthy, balanced lifestyles, including aspects such as good sleeping, eating, and exercise habits

AV.6.SA.1.4 - Establish understanding of concepts and content-specific vocabulary related to personal finance

AV.6.SA.1.5 - (a) Identify the characteristics of positive, health relationships; (b) Explore individual peer relationships and identify those that are positive and healthy

AV.6.SA.1.6 - Gain awareness of motivators that positively impact performance

AV.6.SA.1.7 - Self-monitor to diagnose areas of need (e.g., academic, personal, social-emotional)

AV.6.SA.1.8 - (a) Gain awareness of skills that increase mental flexibility; (b) Explore the relationship between grit and perseverance

AV.6.SA.1.9 - (a) Identify strategies and skills that promote self-awareness; (b) Identify individual strengths and areas of challenge related to academic skills and performance

AV.6.SA.1.10 - Determine key points from learning experiences

#### **Leadership of Others**

AV.6.SA.2.1 - Identify traits connected to personal integrity and ethics

AV.6.SA.2.2 - (a) Identify leadership opportunities and positions in the school and community; (b) Determine formal and informal leadership opportunities that could be pursued

AV.6.SA.2.3 - (a) Select tools to analyze a conflict and identify a positive solution; (b) Classify passive, assertive, and aggressive statements

#### **RIGOROUS ACADEMIC PREPAREDNESS (6.AP)**

##### **Writing**

AV.6.AP.1.1 - (a) Develop writing skills related to argumentative and narrative modes of writing; (b) Plan and structure writing based on the mode (descriptive, narrative, expository, argumentative); (c) Draft initial writing

AV.6.AP.1.2 - Analyze a writing task by identifying key vocabulary and audience

AV.6.AP.1.3 - Gather and analyze feedback from peers and instructors

AV.6.AP.1.4 - (a) Edit drafts for grammar, mechanics, and spelling; (b) Analyze the organizational structure of writing

AV.6.AP.1.5 - Publish writing to a small group audience within the classroom, such as a formal written paper

AV.6.AP.1.6 - (a) Take notes with an emphasis on identifying and recording the note-taking objective and /or Essential Question; (b) Take notes with an emphasis on setting up notes, including all required components

AV.6.AP.1.7 - Summarize by pulling together the most important information related to the objective and/or Essential Question

##### **Inquiry**

AV.6.AP.2.1 - Create questions based on Costa's Levels of Thinking

AV.6.AP.2.2 - Identify misunderstood concepts or problems

AV.6.AP.2.3 - Determine the steps/process that led to a solution

AV.6.AP.2.4 - Reflect on learning to make connections between new learning and previous learning

AV.6.AP.2.5 - Reflect on learning strategies that were employed and whether those strategies were effective

AV.6.AP.2.6 - (a) Identify processes that are used; (b) Reflect on a process that was used and whether that process was effective

AV.6.AP.2.7 - Analyze a research prompt

AV.6.AP.2.8 - (a) Locate sources that are relevant to the topic and support the purpose of the research assignment; (b) Distinguish between primary and secondary sources

AV.6.AP.2.9 - Plan and structure the writing based on the research prompt

AV.6.AP.2.10 - Integrate quotations and references to texts, using proper citations

AV.6.AP.2.11 - Publish research to a small group audience within the classroom, such as a formal written paper

##### **Collaboration**

AV.6.AP.3.1 - Establish norms and expectations around shared responsibility among group members

AV.6.AP.3.2 - Establish norms and expectations around appreciating diversity among group members

AV.6.AP.3.3 - Develop a foundational familiarity and comfort with classmates

AV.6.AP.3.4 - Identify respectful and disrespectful actions of self and others

AV.6.AP.3.5 - Check group members' level of understanding

AV.6.AP.3.6 - Utilize technology to collaborate with classmates

AV.6.AP.3.7 - (a) Apply basic understanding of effective public speaking; (b) Incorporate visual aids and/or technology when appropriate

AV.6.AP.3.8 - Describe the characteristics of effective listening, such as eye contact and mirroring

AV.6.AP.3.9 - Monitor word choice when speaking

AV.6.AP.3.10 - Identify formal and informal language registers

##### **Organization**

AV.6.AP.4.1 - (a) Begin implementing organizational tools (e.g., binders/eBinders, portfolios, or digital folders) that support academic success; (b) Create an activity log or tracking system for community extracurricular activities and hours

AV.6.AP.4.2 - (a) Explore a variety of organizational formats for calendaring/planning; (b) Determine how to use time effectively; (c) Assess complex assignments and break them into smaller tasks

AV.6.AP.4.3 - Set personal, academic and career goals

AV.6.AP.4.4 - Monitor progress toward goals

AV.6.AP.4.5 - Utilize visual frameworks to organize information

##### **Reading**

AV.6.AP.5.1 - Determine the characteristics of a high-quality text in relation to the reading purpose

AV.6.AP.5.2 - (a) Preview text features; (b) Identify prior knowledge that may be relevant to the reading

AV.6.AP.5.3 - Assess knowledge of academic and content-specific vocabulary words

AV.6.AP.5.4 - (a) Mark the text to accomplish the reading purpose; (b) Identify the key components of a text related to the reading purpose

AV.6.AP.5.5 - Extend beyond the text by applying key learning

#### OPPORTUNITY KNOWLEDGE (6.OK)

##### Advancing College Preparedness

AV.6.OK.1.1 - Identify personal interests and skills related to future college aspirations, such as through an interest inventory

AV.6.OK.1.2 - (a) Know how to determine a GPA; (b) Develop familiarity with college terminology; (c) Classify the various types of college

AV.6.OK.1.3 - Understand scholarships and the role they play in financing college

AV.6.OK.1.4 - Articulate the importance of long-term academic plans as a part of goal setting an achievement

AV.6.OK.1.5 - (a) Identify what is meant by match schools, reach schools, and safety schools in order to determine the best academic fit during the selection process; (b) Understand the different college entrance exams: PSAT, PreACT, SAT, ACT

##### Building Career Knowledge

AV.6.OK.2.1 - Identify personal interests and skills related to future career aspirations

AV.6.OK.2.2 - (a) Increase familiarity with career terminology; (b) Distinguish between jobs, careers, and career fields

AV.6.OK.2.3 - (a) Establish initial knowledge around the characteristics that contribute to academic, social, and financial fit; (b) Explore the net cost of attending college to inform decisions and budget plans

AV.6.OK.2.4 - Request assistance in selecting career elective courses and pathways that match interest and goals

## GENERAL NOTES

Trained AVID Elective teachers may visit [www.avid.org](http://www.avid.org), and log into their MyAVID account using their AVID username and password; then follow [https://my.avid.org/file\\_sharing/default.aspx?id=24544](https://my.avid.org/file_sharing/default.aspx?id=24544) to access the AVID Weeks at a Glance curriculum and resources for grades 6-12.

#### 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:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

## VERSION REQUIREMENTS

These requirements include, but are not limited to, the Florida Standards that are most relevant to this course. Standards correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Florida Standards. Other subject areas and content may be used to fulfill course requirements. This course includes an agreement related to minimum standards for behavior, attendance, and participation.

## 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. Teachers must receive training from AVID Center to teach this course.**

## GENERAL INFORMATION

**Course Number:** 1700110

**Course Path:** Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Research and Critical Thinking >

**SubSubject:** General >

**Abbreviated Title:** M/J AVID 6TH

**Course Length:** Year (Y)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 6



## Course Standards

Name	Description
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> </ul>



MA.K12.MTR.5.1:

- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.4.1:

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.5.1:

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

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

## General Course Information and Notes

### VERSION DESCRIPTION

**Major Concepts/Content:** Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction that utilizes a rigorous college-preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities, and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their academic growth. Additionally, students engage in activities centered around exploring college and career opportunities and their own agency.

Some students may have previous experience with AVID Elementary, and some students will be experiencing AVID for the first time. The 6<sup>th</sup> grade AVID elective course is an introduction to the AVID philosophy. Students will develop an awareness of the values accompanying academic goals and success. The course will focus on building students' self-confidence and communication skills in working with peers and adults. Students will be exposed to reading strategies that will assist them in building vocabulary and understanding a variety of texts and will also focus on pre-writing techniques, summary writing, and structural components of note-taking. Students will increase college and career awareness through guest-speaker presentations, field-trip opportunities, and research.

#### AVID curriculum books used:

AVID College and Careers

AVID Critical Thinking and Engagement

AVID Reading for Disciplinary Literacy

AVID Secondary Implementation Resource

AVID Tutorial Guide

AVID Writing for Disciplinary Literacy

#### Supplemental materials course include the following:

AVID Weekly®, Supporting Math in the AVID Elective, Write Path content-area books, focused note-taking resources, and my.avid.org Curriculum Book Webpages

#### STUDENT OUTCOMES

Student Agency (SA)

- Student Empowerment
- Leadership of Others

Rigorous Academic Preparedness (AP)

- Writing
- Inquiry
- Collaboration
- Organization
- Reading

Opportunity Knowledge (OK)

- Advancing College Preparedness
- Building Career Knowledge

#### STUDENT AGENCY (6.SA)

##### Student Empowerment

AV.6.SA.1.1 - (a) Determine personal interest for extracurricular and community service activities within the school and community; (b) Gain awareness of extracurricular and community service activities within the school and community

AV.6.SA.1.2 - Evaluate the impact of decisions on others

AV.6.SA.1.3 - Explore the importance of healthy, balanced lifestyles, including aspects such as good sleeping, eating, and exercise habits

AV.6.SA.1.4 - Establish understanding of concepts and content-specific vocabulary related to personal finance

AV.6.SA.1.5 - (a) Identify the characteristics of positive, health relationships; (b) Explore individual peer relationships and identify those that are positive and healthy

AV.6.SA.1.6 - Gain awareness of motivators that positively impact performance

AV.6.SA.1.7 - Self-monitor to diagnose areas of need (e.g., academic, personal, social-emotional)

AV.6.SA.1.8 - (a) Gain awareness of skills that increase mental flexibility; (b) Explore the relationship between grit and perseverance

AV.6.SA.1.9 - (a) Identify strategies and skills that promote self-awareness; (b) Identify individual strengths and areas of challenge related to academic skills and performance

AV.6.SA.1.10 - Determine key points from learning experiences

##### Leadership of Others

AV.6.SA.2.1 - Identify traits connected to personal integrity and ethics

AV.6.SA.2.2 - (a) Identify leadership opportunities and positions in the school and community; (b) Determine formal and informal leadership opportunities that could be pursued

AV.6.SA.2.3 - (a) Select tools to analyze a conflict and identify a positive solution; (b) Classify passive, assertive, and aggressive statements

## **RIGOROUS ACADEMIC PREPAREDNESS (6.AP)**

### **Writing**

AV.6.AP.1.1 - (a) Develop writing skills related to argumentative and narrative modes of writing; (b) Plan and structure writing based on the mode (descriptive, narrative, expository, argumentative); (c) Draft initial writing

AV.6.AP.1.2 - Analyze a writing task by identifying key vocabulary and audience

AV.6.AP.1.3 - Gather and analyze feedback from peers and instructors

AV.6.AP.1.4 - (a) Edit drafts for grammar, mechanics, and spelling; (b) Analyze the organizational structure of writing

AV.6.AP.1.5 - Publish writing to a small group audience within the classroom, such as a formal written paper

AV.6.AP.1.6 - (a) Take notes with an emphasis on identifying and recording the note-taking objective and /or Essential Question; (b) Take notes with an emphasis on setting up notes, including all required components

AV.6.AP.1.7 - Summarize by pulling together the most important information related to the objective and/or Essential Question

### **Inquiry**

AV.6.AP.2.1 - Create questions based on Costa's Levels of Thinking

AV.6.AP.2.2 - Identify misunderstood concepts or problems

AV.6.AP.2.3 - Determine the steps/process that led to a solution

AV.6.AP.2.4 - Reflect on learning to make connections between new learning and previous learning

AV.6.AP.2.5 - Reflect on learning strategies that were employed and whether those strategies were effective

AV.6.AP.2.6 - (a) Identify processes that are used; (b) Reflect on a process that was used and whether that process was effective

AV.6.AP.2.7 - Analyze a research prompt

AV.6.AP.2.8 - (a) Locate sources that are relevant to the topic and support the purpose of the research assignment; (b) Distinguish between primary and secondary sources

AV.6.AP.2.9 - Plan and structure the writing based on the research prompt

AV.6.AP.2.10 - Integrate quotations and references to texts, using proper citations

AV.6.AP.2.11 - Publish research to a small group audience within the classroom, such as a formal written paper

### **Collaboration**

AV.6.AP.3.1 - Establish norms and expectations around shared responsibility among group members

AV.6.AP.3.2 - Establish norms and expectations around appreciating diversity among group members

AV.6.AP.3.3 - Develop a foundational familiarity and comfort with classmates

AV.6.AP.3.4 - Identify respectful and disrespectful actions of self and others

AV.6.AP.3.5 - Check group members' level of understanding

AV.6.AP.3.6 - Utilize technology to collaborate with classmates

AV.6.AP.3.7 - (a) Apply basic understanding of effective public speaking; (b) Incorporate visual aids and/or technology when appropriate

AV.6.AP.3.8 - Describe the characteristics of effective listening, such as eye contact and mirroring

AV.6.AP.3.9 - Monitor word choice when speaking

AV.6.AP.3.10 - Identify formal and informal language registers

### **Organization**

AV.6.AP.4.1 - (a) Begin implementing organizational tools (e.g., binders/eBinders, portfolios, or digital folders) that support academic success; (b) Create an activity log or tracking system for community extracurricular activities and hours

AV.6.AP.4.2 - (a) Explore a variety of organizational formats for calendaring/planning; (b) Determine how to use time effectively; (c) Assess complex assignments and break them into smaller tasks

AV.6.AP.4.3 - Set personal, academic and career goals

AV.6.AP.4.4 - Monitor progress toward goals

AV.6.AP.4.5 - Utilize visual frameworks to organize information

### **Reading**

AV.6.AP.5.1 - Determine the characteristics of a high-quality text in relation to the reading purpose

AV.6.AP.5.2 - (a) Preview text features; (b) Identify prior knowledge that may be relevant to the reading

AV.6.AP.5.3 - Assess knowledge of academic and content-specific vocabulary words

AV.6.AP.5.4 - (a) Mark the text to accomplish the reading purpose; (b) Identify the key components of a text related to the reading purpose

AV.6.AP.5.5 - Extend beyond the text by applying key learning

## **OPPORTUNITY KNOWLEDGE (6.OK)**

## Advancing College Preparedness

AV.6.OK.1.1 - Identify personal interests and skills related to future college aspirations, such as through an interest inventory

AV.6.OK.1.2 - (a) Know how to determine a GPA; (b) Develop familiarity with college terminology; (c) Classify the various types of college

AV.6.OK.1.3 - Understand scholarships and the role they play in financing college

AV.6.OK.1.4 - Articulate the importance of long-term academic plans as a part of goal setting an achievement

AV.6.OK.1.5 - (a) Identify what is meant by match schools, reach schools, and safety schools in order to determine the best academic fit during the selection process; (b) Understand the different college entrance exams: PSAT, PreACT, SAT, ACT

## Building Career Knowledge

AV.6.OK.2.1 - Identify personal interests and skills related to future career aspirations

AV.6.OK.2.2 - (a) Increase familiarity with career terminology; (b) Distinguish between jobs, careers, and career fields

AV.6.OK.2.3 - (a) Establish initial knowledge around the characteristics that contribute to academic, social, and financial fit; (b) Explore the net cost of attending college to inform decisions and budget plans

AV.6.OK.2.4 - Request assistance in selecting career elective courses and pathways that match interest and goals

## GENERAL NOTES

Trained AVID Elective teachers may visit [www.avid.org](http://www.avid.org), and log into their MyAVID account using their AVID username and password; then follow [https://my.avid.org/file\\_sharing/default.aspx?id=24544](https://my.avid.org/file_sharing/default.aspx?id=24544) to access the AVID Weeks at a Glance curriculum and resources for grades 6-12.

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### 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: <https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

## VERSION REQUIREMENTS

These requirements include, but are not limited to, the Florida Standards that are most relevant to this course. Standards correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Florida Standards. Other subject areas and content may be used to fulfill course requirements. This course includes an agreement related to minimum standards for behavior, attendance, and participation.

## 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. Teachers must receive training from AVID Center to teach this course.**

## GENERAL INFORMATION

**Course Number:** 1700110

**Course Path:** Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Research and Critical Thinking >

**SubSubject:** General >

**Abbreviated Title:** M/J AVID 6TH

**Course Length:** Year (Y)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** State Board Approved

**Grade Level(s):** 6



# M/J AVID 6th & Career Planning (#1700115) 2020 - 2022 (current)

## Course Standards

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

## General Course Information and Notes

### VERSION DESCRIPTION

**Major Concepts/Content:** Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction that utilizes a rigorous college-preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities, and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their academic growth. Additionally, students engage in activities centered around exploring college and career opportunities and their own agency.

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### STUDENT OUTCOMES

Student Agency (SA)

- Student Empowerment
- Leadership of Others

Rigorous Academic Preparedness (AP)

- Writing
- Inquiry
- Collaboration
- Organization
- Reading

Opportunity Knowledge (OK)

- Advancing College Preparedness
- Building Career Knowledge

### STUDENT AGENCY (6.SA)

#### Student Empowerment

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AV.6.SA.1.2 - Evaluate the impact of decisions on others

AV.6.SA.1.3 - Explore the importance of healthy, balanced lifestyles, including aspects such as good sleeping, eating, and exercise habits

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AV.6.SA.1.9 - (a) Identify strategies and skills that promote self-awareness; (b) Identify individual strengths and areas of challenge related to academic skills and performance

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#### **Leadership of Others**

AV.6.SA.2.1 - Identify traits connected to personal integrity and ethics

AV.6.SA.2.2 - (a) Identify leadership opportunities and positions in the school and community; (b) Determine formal and informal leadership opportunities that could be pursued

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#### **RIGOROUS ACADEMIC PREPAREDNESS (6.AP)**

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AV.6.AP.2.10 - Integrate quotations and references to texts, using proper citations

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AV.6.AP.3.1 - Establish norms and expectations around shared responsibility among group members

AV.6.AP.3.2 - Establish norms and expectations around appreciating diversity among group members

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AV.6.AP.3.6 - Utilize technology to collaborate with classmates

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##### **Organization**

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AV.6.AP.4.3 - Set personal, academic and career goals

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AV.6.AP.4.5 - Utilize visual frameworks to organize information

##### **Reading**

AV.6.AP.5.1 - Determine the characteristics of a high-quality text in relation to the reading purpose

AV.6.AP.5.2 - (a) Preview text features; (b) Identify prior knowledge that may be relevant to the reading

AV.6.AP.5.3 - Assess knowledge of academic and content-specific vocabulary words

AV.6.AP.5.4 - (a) Mark the text to accomplish the reading purpose; (b) Identify the key components of a text related to the reading purpose

AV.6.AP.5.5 - Extend beyond the text by applying key learning

#### **OPPORTUNITY KNOWLEDGE (6.OK)**

##### **Advancing College Preparedness**

AV.6.OK.1.1 - Identify personal interests and skills related to future college aspirations, such as through an interest inventory

AV.6.OK.1.2 - (a) Know how to determine a GPA; (b) Develop familiarity with college terminology; (c) Classify the various types of college

AV.6.OK.1.3 - Understand scholarships and the role they play in financing college

AV.6.OK.1.4 - Articulate the importance of long-term academic plans as a part of goal setting an achievement

AV.6.OK.1.5 - (a) Identify what is meant by match schools, reach schools, and safety schools in order to determine the best academic fit during the selection process; (b) Understand the different college entrance exams: PSAT, PreACT, SAT, ACT

##### **Building Career Knowledge**

AV.6.OK.2.1 - Identify personal interests and skills related to future career aspirations

AV.6.OK.2.2 - (a) Increase familiarity with career terminology; (b) Distinguish between jobs, careers, and career fields

AV.6.OK.2.3 - (a) Establish initial knowledge around the characteristics that contribute to academic, social, and financial fit; (b) Explore the net cost of attending college to inform decisions and budget plans

AV.6.OK.2.4 - Request assistance in selecting career elective courses and pathways that match interest and goals

## GENERAL NOTES

Trained AVID Elective teachers may visit [www.avid.org](http://www.avid.org), and log into their MyAVID account using their AVID username and password; then follow [https://my.avid.org/file\\_sharing/default.aspx?id=24544](https://my.avid.org/file_sharing/default.aspx?id=24544) to access the AVID Weeks at a Glance curriculum and resources for grades 6-12.

**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, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity’s economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit <http://www.fldoe.org/academics/college-career-planning/educators-toolkit/index.shtml>.

#### **Career and Education Planning Course Standards – Students will:**

- 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.

#### **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:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

## VERSION REQUIREMENTS

These requirements include, but are not limited to, the Florida Standards that are most relevant to this course. Standards correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Florida Standards. Other subject areas and content may be used to fulfill course requirements. This course includes an agreement related to minimum standards for behavior, attendance, and participation.

## 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. Teachers must receive training from AVID Center to teach this course.**

## GENERAL INFORMATION

**Course Number:** 1700115

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Research and Critical Thinking >

**SubSubject:** General >

**Abbreviated Title:** M/J AVID 6TH & C/P

**Course Length:** Year (Y)

**Course Level:** 2

**Course Type:** Elective Course

**Course Status:** Course Approved

**Grade Level(s):** 6

## Course Standards

Name	Description
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li><b>Develop students' ability to analyze and problem solve.</b></li> <li><b>Recognize students' effort when solving challenging problems.</b></li> </ul> </div>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul> </div>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul> </div>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li><b>Develop students' ability to justify methods and compare their responses to the responses of their peers.</b></li> </ul> </div>
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> </ul>

MA.K12.MTR.5.1:

- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.4.1:

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.5.1:

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

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

## General Course Information and Notes

### VERSION DESCRIPTION

**Major Concepts/Content:** Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction that utilizes a rigorous college-preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities, and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their academic growth. Additionally, students engage in activities centered around exploring college and career opportunities and their own agency.

Some students may have previous experience with AVID Elementary, and some students will be experiencing AVID for the first time. The 6<sup>th</sup> grade AVID elective course is an introduction to the AVID philosophy. Students will develop an awareness of the values accompanying academic goals and success. The course will focus on building students' self-confidence and communication skills in working with peers and adults. Students will be exposed to reading strategies that will assist them in building vocabulary and understanding a variety of texts and will also focus on pre-writing techniques, summary writing, and structural components of note-taking. Students will increase college and career awareness through guest-speaker presentations, field-trip opportunities, and research.

#### AVID curriculum books used:

AVID College and Careers

AVID Critical Thinking and Engagement

AVID Reading for Disciplinary Literacy

AVID Secondary Implementation Resource

AVID Tutorial Guide

AVID Writing for Disciplinary Literacy

#### Supplemental materials course include the following:

AVID Weekly®, Supporting Math in the AVID Elective, Write Path content-area books, focused note-taking resources, and my.avid.org Curriculum Book Webpages

#### STUDENT OUTCOMES

Student Agency (SA)

- Student Empowerment
- Leadership of Others

Rigorous Academic Preparedness (AP)

- Writing
- Inquiry
- Collaboration
- Organization
- Reading

Opportunity Knowledge (OK)

- Advancing College Preparedness
- Building Career Knowledge

#### STUDENT AGENCY (6.SA)

##### Student Empowerment

AV.6.SA.1.1 - (a) Determine personal interest for extracurricular and community service activities within the school and community; (b) Gain awareness of extracurricular and community service activities within the school and community

AV.6.SA.1.2 - Evaluate the impact of decisions on others

AV.6.SA.1.3 - Explore the importance of healthy, balanced lifestyles, including aspects such as good sleeping, eating, and exercise habits

AV.6.SA.1.4 - Establish understanding of concepts and content-specific vocabulary related to personal finance

AV.6.SA.1.5 - (a) Identify the characteristics of positive, health relationships; (b) Explore individual peer relationships and identify those that are positive and healthy

AV.6.SA.1.6 - Gain awareness of motivators that positively impact performance

AV.6.SA.1.7 - Self-monitor to diagnose areas of need (e.g., academic, personal, social-emotional)

AV.6.SA.1.8 - (a) Gain awareness of skills that increase mental flexibility; (b) Explore the relationship between grit and perseverance

AV.6.SA.1.9 - (a) Identify strategies and skills that promote self-awareness; (b) Identify individual strengths and areas of challenge related to academic skills and performance

AV.6.SA.1.10 - Determine key points from learning experiences

##### Leadership of Others

AV.6.SA.2.1 - Identify traits connected to personal integrity and ethics

AV.6.SA.2.2 - (a) Identify leadership opportunities and positions in the school and community; (b) Determine formal and informal leadership opportunities that could be pursued

AV.6.SA.2.3 - (a) Select tools to analyze a conflict and identify a positive solution; (b) Classify passive, assertive, and aggressive statements

## **RIGOROUS ACADEMIC PREPAREDNESS (6.AP)**

### **Writing**

AV.6.AP.1.1 - (a) Develop writing skills related to argumentative and narrative modes of writing; (b) Plan and structure writing based on the mode (descriptive, narrative, expository, argumentative); (c) Draft initial writing

AV.6.AP.1.2 - Analyze a writing task by identifying key vocabulary and audience

AV.6.AP.1.3 - Gather and analyze feedback from peers and instructors

AV.6.AP.1.4 - (a) Edit drafts for grammar, mechanics, and spelling; (b) Analyze the organizational structure of writing

AV.6.AP.1.5 - Publish writing to a small group audience within the classroom, such as a formal written paper

AV.6.AP.1.6 - (a) Take notes with an emphasis on identifying and recording the note-taking objective and /or Essential Question; (b) Take notes with an emphasis on setting up notes, including all required components

AV.6.AP.1.7 - Summarize by pulling together the most important information related to the objective and/or Essential Question

### **Inquiry**

AV.6.AP.2.1 - Create questions based on Costa's Levels of Thinking

AV.6.AP.2.2 - Identify misunderstood concepts or problems

AV.6.AP.2.3 - Determine the steps/process that led to a solution

AV.6.AP.2.4 - Reflect on learning to make connections between new learning and previous learning

AV.6.AP.2.5 - Reflect on learning strategies that were employed and whether those strategies were effective

AV.6.AP.2.6 - (a) Identify processes that are used; (b) Reflect on a process that was used and whether that process was effective

AV.6.AP.2.7 - Analyze a research prompt

AV.6.AP.2.8 - (a) Locate sources that are relevant to the topic and support the purpose of the research assignment; (b) Distinguish between primary and secondary sources

AV.6.AP.2.9 - Plan and structure the writing based on the research prompt

AV.6.AP.2.10 - Integrate quotations and references to texts, using proper citations

AV.6.AP.2.11 - Publish research to a small group audience within the classroom, such as a formal written paper

### **Collaboration**

AV.6.AP.3.1 - Establish norms and expectations around shared responsibility among group members

AV.6.AP.3.2 - Establish norms and expectations around appreciating diversity among group members

AV.6.AP.3.3 - Develop a foundational familiarity and comfort with classmates

AV.6.AP.3.4 - Identify respectful and disrespectful actions of self and others

AV.6.AP.3.5 - Check group members' level of understanding

AV.6.AP.3.6 - Utilize technology to collaborate with classmates

AV.6.AP.3.7 - (a) Apply basic understanding of effective public speaking; (b) Incorporate visual aids and/or technology when appropriate

AV.6.AP.3.8 - Describe the characteristics of effective listening, such as eye contact and mirroring

AV.6.AP.3.9 - Monitor word choice when speaking

AV.6.AP.3.10 - Identify formal and informal language registers

### **Organization**

AV.6.AP.4.1 - (a) Begin implementing organizational tools (e.g., binders/eBinders, portfolios, or digital folders) that support academic success; (b) Create an activity log or tracking system for community extracurricular activities and hours

AV.6.AP.4.2 - (a) Explore a variety of organizational formats for calendaring/planning; (b) Determine how to use time effectively; (c) Assess complex assignments and break them into smaller tasks

AV.6.AP.4.3 - Set personal, academic and career goals

AV.6.AP.4.4 - Monitor progress toward goals

AV.6.AP.4.5 - Utilize visual frameworks to organize information

### **Reading**

AV.6.AP.5.1 - Determine the characteristics of a high-quality text in relation to the reading purpose

AV.6.AP.5.2 - (a) Preview text features; (b) Identify prior knowledge that may be relevant to the reading

AV.6.AP.5.3 - Assess knowledge of academic and content-specific vocabulary words

AV.6.AP.5.4 - (a) Mark the text to accomplish the reading purpose; (b) Identify the key components of a text related to the reading purpose

AV.6.AP.5.5 - Extend beyond the text by applying key learning

## **OPPORTUNITY KNOWLEDGE (6.OK)**

## Advancing College Preparedness

AV.6.OK.1.1 - Identify personal interests and skills related to future college aspirations, such as through an interest inventory

AV.6.OK.1.2 - (a) Know how to determine a GPA; (b) Develop familiarity with college terminology; (c) Classify the various types of college

AV.6.OK.1.3 - Understand scholarships and the role they play in financing college

AV.6.OK.1.4 - Articulate the importance of long-term academic plans as a part of goal setting an achievement

AV.6.OK.1.5 - (a) Identify what is meant by match schools, reach schools, and safety schools in order to determine the best academic fit during the selection process; (b) Understand the different college entrance exams: PSAT, PreACT, SAT, ACT

## Building Career Knowledge

AV.6.OK.2.1 - Identify personal interests and skills related to future career aspirations

AV.6.OK.2.2 - (a) Increase familiarity with career terminology; (b) Distinguish between jobs, careers, and career fields

AV.6.OK.2.3 - (a) Establish initial knowledge around the characteristics that contribute to academic, social, and financial fit; (b) Explore the net cost of attending college to inform decisions and budget plans

AV.6.OK.2.4 - Request assistance in selecting career elective courses and pathways that match interest and goals

## GENERAL NOTES

Trained AVID Elective teachers may visit [www.avid.org](http://www.avid.org), and log into their MyAVID account using their AVID username and password; then follow [https://my.avid.org/file\\_sharing/default.aspx?id=24544](https://my.avid.org/file_sharing/default.aspx?id=24544) to access the AVID Weeks at a Glance curriculum and resources for grades 6-12.

**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, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity’s economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes): requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit <http://www.fldoe.org/academics/college-career-planning/educators-toolkit/index.stml>.

### Career and Education Planning Course Standards – Students will:

- 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.

### Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### 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:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

## VERSION REQUIREMENTS

These requirements include, but are not limited to, the Florida Standards that are most relevant to this course. Standards correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Florida Standards. Other subject areas and content may be used to fulfill course requirements. This course includes an agreement related to minimum standards for behavior, attendance, and participation.

## QUALIFICATIONS

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

## GENERAL INFORMATION

**Course Number:** 1700115

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Research and Critical Thinking >

**SubSubject:** General >

**Abbreviated Title:** M/J AVID 6TH & C/P

**Course Length:** Year (Y)

**Course Level:** 2

**Course Type:** Elective Course

**Course Status:** State Board Approved

**Grade Level(s):** 6

# M/J AVID 7th (#1700120) 2020 - 2022 (current)

## Course Standards

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

## General Course Information and Notes

### VERSION DESCRIPTION

**Major Concepts/Content:** Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction that utilizes a rigorous college-preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities, and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their academic growth. Additionally, students engage in activities centered around exploring college and career opportunities and their own agency.

The 7th grade AVID elective course builds upon the foundational components of the AVID philosophy. Students will refine short- and long-term goals and, as a result, begin to understand the value in taking charge of their actions. They will start working on intrapersonal and interpersonal skills as well as formal and informal speech. Students will complete self-evaluations and peer evaluations related to reading, writing, organization, and speaking. In broadening their writing practice, students will begin considering audience, purpose, and form in their writing. Students will take an active role in their learning, understanding the roles of all members in assignments and collaborative lessons. They will expand their knowledge base regarding note-taking in relation to studying and test preparation. Students will be exposed to various field trips, guest speakers, and research to increase their knowledge of college and career options.

#### AVID curriculum books used:

AVID College and Careers

AVID Critical Thinking and Engagement

AVID Reading for Disciplinary Literacy

AVID Secondary Implementation Resource

AVID Tutorial Guide

AVID Writing for Disciplinary Literacy

#### Supplemental materials course include the following:

AVID Weekly®, Supporting Math in the AVID Elective, Write Path content-area books, focused note-taking resources, and my.avid.org Curriculum Book Webpages

#### STUDENT OUTCOMES

Student Agency (SA)

- Student Empowerment
- Leadership of Others

Rigorous Academic Preparedness (AP)

- Writing
- Inquiry
- Collaboration
- Organization
- Reading

Opportunity Knowledge (OK)

- Advancing College Preparedness
- Building Career Knowledge

#### STUDENT AGENCY (7.SA)

##### Student Empowerment

AV.7.SA.1.1 Explore and experience extracurricular and community service activities within the school and community

AV.7.SA.1.2 Evaluate the impact of decisions on the environment

AV.7.SA.1.3 (a) Identify activities that assist with self-care and healthy habits; (b) Identify areas that need attention and develop goals to address those areas

AV.7.SA.1.4 Increase awareness and apply basic concepts of budgeting, spending, and making responsible financial decisions

AV.7.SA.1.5 Develop a support network that includes peers and adults for academic and future success

AV.7.SA.1.6 Explore how individual motivators and self-monitoring of motivation impact academic performance

AV.7.SA.1.7 Seek help related to areas of need

AV.7.SA.1.8 Determine personal levels of grit and perseverance in relation to growth mindset



AV.7.SA.1.9 Establish self-awareness strategies and skills, including SLANT (Sit with proper posture, Lean forward and listen, Ask pertinent questions, Nod your head "yes" or "no," Talk with your teachers)

AV.7.SA.1.10 Make connections between key learning points and new contexts

#### **Leadership of Others**

AV.7.SA.2.1 Identify traits connected to responsibility, integrity, and ethical interactions with others

AV.7.SA.2.2 Pursue leadership opportunities across the school

AV.7.SA.2.3 (a) Identify personal conflict-management style; (b) Transform passive and aggressive statements into constructive, assertive statements

#### **RIGOROUS ACADEMIC PREPAREDNESS (7.AP)**

##### **Writing**

AV.7.AP.1.1 (a) Develop writing skills related to descriptive and expository modes of writing; (b) Generate multiple ideas that support, explain, or enhance the writing topic or theme; (c) Compose first drafts using ideas and information gathered during pre-writing

AV.7.AP.1.2 Analyze a writing task to determine the purpose, format/style, and audience

AV.7.AP.1.3 Write multiple drafts with increasing depth based on feedback and observations

AV.7.AP.1.4 Analyze and edit sentence structure to create interest and complexity

AV.7.AP.1.5 Publish writing to entire class, such as an oral presentation

AV.7.AP.1.6 (a) Take notes with an emphasis on recording main ideas and important information; (b) Take notes with an emphasis on condensing information by using abbreviations/symbols/paraphrasing

AV.7.AP.1.7 Summarize by pulling together the most important information and personal connections related to the objective and/or Essential Question

##### **Inquiry**

AV.7.AP.2.1 Develop inquiry skills through focused observation and analysis

AV.7.AP.2.2 Identify the specific point of confusion related to a misunderstood concept or problem

AV.7.AP.2.3 Determine whether similar problems could be solved using the same steps/process

AV.7.AP.2.4 Reflect on learning to make connections between new learning and previous experiences

AV.7.AP.2.5 Reflect on learning strategies that were employed, whether those strategies were effective, and how methods could be adjusted in the future

AV.7.AP.2.6 Reflect on a process that was used, whether that process was effective, and how methods could be adjusted in the future

AV.7.AP.2.7 Brainstorm ideas for research topics to address a research prompt

AV.7.AP.2.8 Determine the relevance, validity, and reliability of information found in sources

AV.7.AP.2.9 Organize information, sources, and data that support the research prompt

AV.7.AP.2.10 Integrate quotations to support claims, citing locations and references to texts

AV.7.AP.2.11 Publish research to entire class, such as an oral presentation

##### **Collaboration**

AV.7.AP.3.1 Hold self and peers accountable for following group norms about shared responsibility

AV.7.AP.3.2 Summarize points of agreement and disagreement from varying perspectives

AV.7.AP.3.3 Deepen relational capacity with classmates through effective conflict management

AV.7.AP.3.4 Establish norms and expectations around respectful interactions among group members

AV.7.AP.3.5 Ask clarifying questions to group members to facilitate understanding

AV.7.AP.3.6 Utilize technology to collaborate with classmates and community members

AV.7.AP.3.7 (a) Distinguish between effective and ineffective language during interactions; (b) Refine usage of nonverbal communication when speaking, including body language and eye contact

AV.7.AP.3.8 Demonstrate active listening skills during academic conversations

AV.7.AP.3.9 Utilize academic vocabulary when communicating

AV.7.AP.3.10 Speak effectively before small groups of peers

##### **Organization**

AV.7.AP.4.1 (a) Refine usage of organizational tools (e.g., binders/eBinders, portfolios, or digital folders) and systems that support academic success; (b) Maintain an activity log or tracking system for community extracurricular activities and hours

AV.7.AP.4.2 (a) Utilize an organizational tool to record obligations and constraints on time; (b) Demonstrate the process of backward mapping

AV.7.AP.4.3 Identify the steps necessary to accomplish goals

AV.7.AP.4.4 Identify reasons for why progress is or isn't being made toward accomplishing goals

AV.7.AP.4.5 Apply visual frameworks to organize language and comprehend key concepts

##### **Reading**

AV.7.AP.5.1 Assess whether a text is appropriate according to the reading purpose

AV.7.AP.5.2 (a) Make predictions about the text using text features; (b) Assess relevant prior knowledge and identify gaps

AV.7.AP.5.3 Utilize tools to deepen understanding of vocabulary

AV.7.AP.5.4 (a) Mark the text to accomplish the reading purpose through the lens of a content expert; (b) Identify the key components of a text related to the reading purpose

AV.7.AP.5.5 Extend beyond the text by evaluating and synthesizing key learning

#### OPPORTUNITY KNOWLEDGE (7.OK)

##### Advancing College Preparedness

AV.7.OK.1.1 Define key personal attributes for academic, social, and financial fit related to college selection

AV.7.OK.1.2 (a) Explore the significance of GPA at different stages of the academic journey; (b) Explore college options and terminology

AV.7.OK.1.3 Evaluate personal level of readiness for scholarship eligibility

AV.7.OK.1.4 (a) Reflect on how academic plans and course completion support progress toward desired major; (b) Determine which courses or opportunities align with college goals and plans; (c) Explore campus-, district-, or community-based opportunities to earn college credit in high school (dual credit, online learning, etc.)

AV.7.OK.1.5 (a) Explore match schools, reach schools, and safety schools in order to determine the best academic fit during the selection process; (b) Prepare for college entrance exams

##### Building Career Knowledge

AV.7.OK.2.1 Define key personal attributes for academic, social, and financial fit related to career selection

AV.7.OK.2.2 Explore career fields and career pathways, including what resources and opportunities are available locally

AV.7.OK.2.3 Investigate best-fit career fields based on academic, social, and financial fit

AV.7.OK.2.4 Reflect on how academic plans and course completion support progress toward desired career field

## GENERAL NOTES

**Special Note:** Skills acquired in this course will be implemented by the student across the curriculum. M/J Advancement Via Individual Determination 7 (M/J AVID 7) is a rigorous course offered by AVID Center, and content must be provided as specified by AVID Center. Students who are successful in this course will be on the appropriate pathway to success in M/J AVID 8. Teachers must receive training from AVID Center to teach this course.

Trained AVID Elective teachers may visit [www.avid.org](http://www.avid.org), and log into their MyAVID account using their AVID username and password; then follow [https://my.avid.org/file\\_sharing/default.aspx?id=24544](https://my.avid.org/file_sharing/default.aspx?id=24544) to access the AVID Weeks at a Glance curriculum and resources for grades 6-12.

#### 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:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

## VERSION REQUIREMENTS

These requirements include, but are not limited to, the Florida Standards that are most relevant to this course. Standards correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Florida Standards. Other subject areas and content may be used to fulfill course requirements. This course includes an agreement related to minimum standards for behavior, attendance, and participation.

## 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.**

## GENERAL INFORMATION

**Course Number:** 1700120

**Course Path:** **Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Research and Critical Thinking >

**SubSubject:** General >

**Abbreviated Title:** M/J AVID 7TH

**Course Length:** Year (Y)

**Course Type:** Elective Course

**Course Level:** 2



## Course Standards

Name	Description
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> </ul>

MA.K12.MTR.5.1:

- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.EE.1.1:

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.4.1:

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.5.1:

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

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

## General Course Information and Notes

### VERSION DESCRIPTION

**Major Concepts/Content:** Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction that utilizes a rigorous college-preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities, and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their academic growth. Additionally, students engage in activities centered around exploring college and career opportunities and their own agency.

The 7th grade AVID elective course builds upon the foundational components of the AVID philosophy. Students will refine short- and long-term goals and, as a result, begin to understand the value in taking charge of their actions. They will start working on intrapersonal and interpersonal skills as well as formal and informal speech. Students will complete self-evaluations and peer evaluations related to reading, writing, organization, and speaking. In broadening their writing practice, students will begin considering audience, purpose, and form in their writing. Students will take an active role in their learning, understanding the roles of all members in assignments and collaborative lessons. They will expand their knowledge base regarding note-taking in relation to studying and test preparation. Students will be exposed to various field trips, guest speakers, and research to increase their knowledge of college and career options.

#### AVID curriculum books used:

AVID College and Careers

AVID Critical Thinking and Engagement

AVID Reading for Disciplinary Literacy

AVID Secondary Implementation Resource

AVID Tutorial Guide

AVID Writing for Disciplinary Literacy

#### Supplemental materials course include the following:

AVID Weekly®, Supporting Math in the AVID Elective, Write Path content-area books, focused note-taking resources, and my.avid.org Curriculum Book Webpages

#### STUDENT OUTCOMES

Student Agency (SA)

- Student Empowerment
- Leadership of Others

Rigorous Academic Preparedness (AP)

- Writing
- Inquiry
- Collaboration
- Organization
- Reading

Opportunity Knowledge (OK)

- Advancing College Preparedness
- Building Career Knowledge

#### STUDENT AGENCY (7.SA)

##### Student Empowerment

AV.7.SA.1.1 Explore and experience extracurricular and community service activities within the school and community

AV.7.SA.1.2 Evaluate the impact of decisions on the environment

AV.7.SA.1.3 (a) Identify activities that assist with self-care and healthy habits; (b) Identify areas that need attention and develop goals to address those areas

AV.7.SA.1.4 Increase awareness and apply basic concepts of budgeting, spending, and making responsible financial decisions

AV.7.SA.1.5 Develop a support network that includes peers and adults for academic and future success

AV.7.SA.1.6 Explore how individual motivators and self-monitoring of motivation impact academic performance

AV.7.SA.1.7 Seek help related to areas of need

AV.7.SA.1.8 Determine personal levels of grit and perseverance in relation to growth mindset

AV.7.SA.1.9 Establish self-awareness strategies and skills, including SLANT (Sit with proper posture, Lean forward and listen, Ask pertinent questions, Nod your head "yes" or "no," Talk with your teachers)

AV.7.SA.1.10 Make connections between key learning points and new contexts

##### Leadership of Others

AV.7.SA.2.1 Identify traits connected to responsibility, integrity, and ethical interactions with others

AV.7.SA.2.2 Pursue leadership opportunities across the school

AV.7.SA.2.3 (a) Identify personal conflict-management style; (b) Transform passive and aggressive statements into constructive, assertive statements

## **RIGOROUS ACADEMIC PREPAREDNESS (7.AP)**

### **Writing**

AV.7.AP.1.1 (a) Develop writing skills related to descriptive and expository modes of writing; (b) Generate multiple ideas that support, explain, or enhance the writing topic or theme; (c) Compose first drafts using ideas and information gathered during pre-writing

AV.7.AP.1.2 Analyze a writing task to determine the purpose, format/style, and audience

AV.7.AP.1.3 Write multiple drafts with increasing depth based on feedback and observations

AV.7.AP.1.4 Analyze and edit sentence structure to create interest and complexity

AV.7.AP.1.5 Publish writing to entire class, such as an oral presentation

AV.7.AP.1.6 (a) Take notes with an emphasis on recording main ideas and important information; (b) Take notes with an emphasis on condensing information by using abbreviations/symbols/paraphrasing

AV.7.AP.1.7 Summarize by pulling together the most important information and personal connections related to the objective and/or Essential Question

### **Inquiry**

AV.7.AP.2.1 Develop inquiry skills through focused observation and analysis

AV.7.AP.2.2 Identify the specific point of confusion related to a misunderstood concept or problem

AV.7.AP.2.3 Determine whether similar problems could be solved using the same steps/process

AV.7.AP.2.4 Reflect on learning to make connections between new learning and previous experiences

AV.7.AP.2.5 Reflect on learning strategies that were employed, whether those strategies were effective, and how methods could be adjusted in the future

AV.7.AP.2.6 Reflect on a process that was used, whether that process was effective, and how methods could be adjusted in the future

AV.7.AP.2.7 Brainstorm ideas for research topics to address a research prompt

AV.7.AP.2.8 Determine the relevance, validity, and reliability of information found in sources

AV.7.AP.2.9 Organize information, sources, and data that support the research prompt

AV.7.AP.2.10 Integrate quotations to support claims, citing locations and references to texts

AV.7.AP.2.11 Publish research to entire class, such as an oral presentation

### **Collaboration**

AV.7.AP.3.1 Hold self and peers accountable for following group norms about shared responsibility

AV.7.AP.3.2 Summarize points of agreement and disagreement from varying perspectives

AV.7.AP.3.3 Deepen relational capacity with classmates through effective conflict management

AV.7.AP.3.4 Establish norms and expectations around respectful interactions among group members

AV.7.AP.3.5 Ask clarifying questions to group members to facilitate understanding

AV.7.AP.3.6 Utilize technology to collaborate with classmates and community members

AV.7.AP.3.7 (a) Distinguish between effective and ineffective language during interactions; (b) Refine usage of nonverbal communication when speaking, including body language and eye contact

AV.7.AP.3.8 Demonstrate active listening skills during academic conversations

AV.7.AP.3.9 Utilize academic vocabulary when communicating

AV.7.AP.3.10 Speak effectively before small groups of peers

### **Organization**

AV.7.AP.4.1 (a) Refine usage of organizational tools (e.g., binders/eBinders, portfolios, or digital folders) and systems that support academic success; (b) Maintain an activity log or tracking system for community extracurricular activities and hours

AV.7.AP.4.2 (a) Utilize an organizational tool to record obligations and constraints on time; (b) Demonstrate the process of backward mapping

AV.7.AP.4.3 Identify the steps necessary to accomplish goals

AV.7.AP.4.4 Identify reasons for why progress is or isn't being made toward accomplishing goals

AV.7.AP.4.5 Apply visual frameworks to organize language and comprehend key concepts

### **Reading**

AV.7.AP.5.1 Assess whether a text is appropriate according to the reading purpose

AV.7.AP.5.2 (a) Make predictions about the text using text features; (b) Assess relevant prior knowledge and identify gaps

AV.7.AP.5.3 Utilize tools to deepen understanding of vocabulary

AV.7.AP.5.4 (a) Mark the text to accomplish the reading purpose through the lens of a content expert; (b) Identify the key components of a text related to the reading purpose

AV.7.AP.5.5 Extend beyond the text by evaluating and synthesizing key learning

## OPPORTUNITY KNOWLEDGE (7.OK)

### Advancing College Preparedness

AV.7.OK.1.1 Define key personal attributes for academic, social, and financial fit related to college selection

AV.7.OK.1.2 (a) Explore the significance of GPA at different stages of the academic journey; (b) Explore college options and terminology

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## GENERAL NOTES

**Special Note:** Skills acquired in this course will be implemented by the student across the curriculum. M/J Advancement Via Individual Determination 7 (M/J AVID 7) is a rigorous course offered by AVID Center, and content must be provided as specified by AVID Center. Students who are successful in this course will be on the appropriate pathway to success in M/J AVID 8. Teachers must receive training from AVID Center to teach this course.

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### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### 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:

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## VERSION REQUIREMENTS

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

## GENERAL INFORMATION

**Course Number:** 1700120

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Research and Critical Thinking >

**SubSubject:** General >

**Abbreviated Title:** M/J AVID 7TH

**Course Length:** Year (Y)

**Course Level:** 2

**Course Type:** Elective Course

**Course Status:** State Board Approved

**Grade Level(s):** 7





# M/J AVID 7th & Career Planning (#1700125) 2020 - 2022 (current)

## Course Standards

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

## General Course Information and Notes

### VERSION DESCRIPTION

**Major Concepts/Content:** Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction that utilizes a rigorous college-preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities, and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their academic growth. Additionally, students engage in activities centered around exploring college and career opportunities and their own agency.

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#### AVID curriculum books used:

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AVID Critical Thinking and Engagement

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AVID Secondary Implementation Resource

AVID Tutorial Guide

AVID Writing for Disciplinary Literacy

#### Supplemental materials course include the following:

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### STUDENT OUTCOMES

Student Agency (SA)

- Student Empowerment
- Leadership of Others

Rigorous Academic Preparedness (AP)

- Writing
- Inquiry
- Collaboration
- Organization
- Reading

Opportunity Knowledge (OK)

- Advancing College Preparedness
- Building Career Knowledge

### STUDENT AGENCY (7.SA)

#### Student Empowerment

AV.7.SA.1.1 Explore and experience extracurricular and community service activities within the school and community

AV.7.SA.1.2 Evaluate the impact of decisions on the environment

AV.7.SA.1.3 (a) Identify activities that assist with self-care and healthy habits; (b) Identify areas that need attention and develop goals to address those areas

AV.7.SA.1.4 Increase awareness and apply basic concepts of budgeting, spending, and making responsible financial decisions

AV.7.SA.1.5 Develop a support network that includes peers and adults for academic and future success

AV.7.SA.1.6 Explore how individual motivators and self-monitoring of motivation impact academic performance

AV.7.SA.1.7 Seek help related to areas of need

AV.7.SA.1.8 Determine personal levels of grit and perseverance in relation to growth mindset

AV.7.SA.1.9 Establish self-awareness strategies and skills, including SLANT (Sit with proper posture, Lean forward and listen, Ask pertinent questions, Nod your head "yes" or "no," Talk with your teachers)

AV.7.SA.1.10 Make connections between key learning points and new contexts

#### **Leadership of Others**

AV.7.SA.2.1 Identify traits connected to responsibility, integrity, and ethical interactions with others

AV.7.SA.2.2 Pursue leadership opportunities across the school

AV.7.SA.2.3 (a) Identify personal conflict-management style; (b) Transform passive and aggressive statements into constructive, assertive statements

#### **RIGOROUS ACADEMIC PREPAREDNESS (7.AP)**

##### **Writing**

AV.7.AP.1.1 (a) Develop writing skills related to descriptive and expository modes of writing; (b) Generate multiple ideas that support, explain, or enhance the writing topic or theme; (c) Compose first drafts using ideas and information gathered during pre-writing

AV.7.AP.1.2 Analyze a writing task to determine the purpose, format/style, and audience

AV.7.AP.1.3 Write multiple drafts with increasing depth based on feedback and observations

AV.7.AP.1.4 Analyze and edit sentence structure to create interest and complexity

AV.7.AP.1.5 Publish writing to entire class, such as an oral presentation

AV.7.AP.1.6 (a) Take notes with an emphasis on recording main ideas and important information; (b) Take notes with an emphasis on condensing information by using abbreviations/symbols/paraphrasing

AV.7.AP.1.7 Summarize by pulling together the most important information and personal connections related to the objective and/or Essential Question

##### **Inquiry**

AV.7.AP.2.1 Develop inquiry skills through focused observation and analysis

AV.7.AP.2.2 Identify the specific point of confusion related to a misunderstood concept or problem

AV.7.AP.2.3 Determine whether similar problems could be solved using the same steps/process

AV.7.AP.2.4 Reflect on learning to make connections between new learning and previous experiences

AV.7.AP.2.5 Reflect on learning strategies that were employed, whether those strategies were effective, and how methods could be adjusted in the future

AV.7.AP.2.6 Reflect on a process that was used, whether that process was effective, and how methods could be adjusted in the future

AV.7.AP.2.7 Brainstorm ideas for research topics to address a research prompt

AV.7.AP.2.8 Determine the relevance, validity, and reliability of information found in sources

AV.7.AP.2.9 Organize information, sources, and data that support the research prompt

AV.7.AP.2.10 Integrate quotations to support claims, citing locations and references to texts

AV.7.AP.2.11 Publish research to entire class, such as an oral presentation

##### **Collaboration**

AV.7.AP.3.1 Hold self and peers accountable for following group norms about shared responsibility

AV.7.AP.3.2 Summarize points of agreement and disagreement from varying perspectives

AV.7.AP.3.3 Deepen relational capacity with classmates through effective conflict management

AV.7.AP.3.4 Establish norms and expectations around respectful interactions among group members

AV.7.AP.3.5 Ask clarifying questions to group members to facilitate understanding

AV.7.AP.3.6 Utilize technology to collaborate with classmates and community members

AV.7.AP.3.7 (a) Distinguish between effective and ineffective language during interactions; (b) Refine usage of nonverbal communication when speaking, including body language and eye contact

AV.7.AP.3.8 Demonstrate active listening skills during academic conversations

AV.7.AP.3.9 Utilize academic vocabulary when communicating

AV.7.AP.3.10 Speak effectively before small groups of peers

##### **Organization**

AV.7.AP.4.1 (a) Refine usage of organizational tools (e.g., binders/eBinders, portfolios, or digital folders) and systems that support academic success; (b) Maintain an activity log or tracking system for community extracurricular activities and hours

AV.7.AP.4.2 (a) Utilize an organizational tool to record obligations and constraints on time; (b) Demonstrate the process of backward mapping

AV.7.AP.4.3 Identify the steps necessary to accomplish goals

AV.7.AP.4.4 Identify reasons for why progress is or isn't being made toward accomplishing goals

AV.7.AP.4.5 Apply visual frameworks to organize language and comprehend key concepts

##### **Reading**

- AV.7.AP.5.1 Assess whether a text is appropriate according to the reading purpose
- AV.7.AP.5.2 (a) Make predictions about the text using text features; (b) Assess relevant prior knowledge and identify gaps
- AV.7.AP.5.3 Utilize tools to deepen understanding of vocabulary
- AV.7.AP.5.4 (a) Mark the text to accomplish the reading purpose through the lens of a content expert; (b) Identify the key components of a text related to the reading purpose
- AV.7.AP.5.5 Extend beyond the text by evaluating and synthesizing key learning

#### OPPORTUNITY KNOWLEDGE (7.OK)

##### Advancing College Preparedness

- AV.7.OK.1.1 Define key personal attributes for academic, social, and financial fit related to college selection
- AV.7.OK.1.2 (a) Explore the significance of GPA at different stages of the academic journey; (b) Explore college options and terminology
- AV.7.OK.1.3 Evaluate personal level of readiness for scholarship eligibility
- AV.7.OK.1.4 (a) Reflect on how academic plans and course completion support progress toward desired major; (b) Determine which courses or opportunities align with college goals and plans; (c) Explore campus-, district-, or community-based opportunities to earn college credit in high school (dual credit, online learning, etc.)
- AV.7.OK.1.5 (a) Explore match schools, reach schools, and safety schools in order to determine the best academic fit during the selection process; (b) Prepare for college entrance exams

##### Building Career Knowledge

- AV.7.OK.2.1 Define key personal attributes for academic, social, and financial fit related to career selection
- AV.7.OK.2.2 Explore career fields and career pathways, including what resources and opportunities are available locally
- AV.7.OK.2.3 Investigate best-fit career fields based on academic, social, and financial fit
- AV.7.OK.2.4 Reflect on how academic plans and course completion support progress toward desired career field

## GENERAL NOTES

**Special Note:** Skills acquired in this course will be implemented by the student across the curriculum. M/J Advancement Via Individual Determination 7 (M/J AVID 7) is a rigorous course offered by AVID Center, and content must be provided as specified by AVID Center. Students who are successful in this course will be on the appropriate pathway to success in M/J AVID 8. Teachers must receive training from AVID Center to teach this course.

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**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, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity’s economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit <http://www.fldoe.org/academics/college-career-planning/educators-toolkit/index.stml>.

#### Career and Education Planning Course Standards – Students will:

- 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.

#### 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:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

## VERSION REQUIREMENTS

These requirements include, but are not limited to, the Florida Standards that are most relevant to this course. Standards correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Florida Standards. Other subject areas and content

may be used to fulfill course requirements. This course includes an agreement related to minimum standards for behavior, attendance, and participation.

## 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.**

## GENERAL INFORMATION

**Course Number:** 1700125

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Research and Critical Thinking >

**SubSubject:** General >

**Abbreviated Title:** M/J AVID 7TH & C/P

**Course Length:** Year (Y)

**Course Level:** 2

**Course Type:** Elective Course

**Course Status:** Course Approved

**Grade Level(s):** 7

## Course Standards

Name	Description
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li><b>Develop students' ability to analyze and problem solve.</b></li> <li><b>Recognize students' effort when solving challenging problems.</b></li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li><b>Develop students' ability to justify methods and compare their responses to the responses of their peers.</b></li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> </ul>

MA.K12.MTR.5.1:

- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.5.1:

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

## General Course Information and Notes

### VERSION DESCRIPTION

**Major Concepts/Content:** Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction that utilizes a rigorous college-preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities, and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their academic growth. Additionally, students engage in activities centered around exploring college and career opportunities and their own agency.

The 7th grade AVID elective course builds upon the foundational components of the AVID philosophy. Students will refine short- and long-term goals and, as a result, begin to understand the value in taking charge of their actions. They will start working on intrapersonal and interpersonal skills as well as formal and informal speech. Students will complete self-evaluations and peer evaluations related to reading, writing, organization, and speaking. In broadening their writing practice, students will begin considering audience, purpose, and form in their writing. Students will take an active role in their learning, understanding the roles of all members in assignments and collaborative lessons. They will expand their knowledge base regarding note-taking in relation to studying and test preparation. Students will be exposed to various field trips, guest speakers, and research to increase their knowledge of college and career options.

**AVID curriculum books used:**

AVID College and Careers

AVID Critical Thinking and Engagement

AVID Reading for Disciplinary Literacy

AVID Secondary Implementation Resource

AVID Tutorial Guide

AVID Writing for Disciplinary Literacy

**Supplemental materials course include the following:**

AVID Weekly®, Supporting Math in the AVID Elective, Write Path content-area books, focused note-taking resources, and my.avid.org Curriculum Book Webpages

### STUDENT OUTCOMES

Student Agency (SA)

- Student Empowerment
- Leadership of Others

Rigorous Academic Preparedness (AP)

- Writing
- Inquiry
- Collaboration
- Organization
- Reading

Opportunity Knowledge (OK)

- Advancing College Preparedness
- Building Career Knowledge

### STUDENT AGENCY (7.SA)

#### Student Empowerment

AV.7.SA.1.1 Explore and experience extracurricular and community service activities within the school and community

AV.7.SA.1.2 Evaluate the impact of decisions on the environment

AV.7.SA.1.3 (a) Identify activities that assist with self-care and healthy habits; (b) Identify areas that need attention and develop goals to address those areas

AV.7.SA.1.4 Increase awareness and apply basic concepts of budgeting, spending, and making responsible financial decisions

AV.7.SA.1.5 Develop a support network that includes peers and adults for academic and future success

AV.7.SA.1.6 Explore how individual motivators and self-monitoring of motivation impact academic performance

AV.7.SA.1.7 Seek help related to areas of need

AV.7.SA.1.8 Determine personal levels of grit and perseverance in relation to growth mindset

AV.7.SA.1.9 Establish self-awareness strategies and skills, including SLANT (Sit with proper posture, Lean forward and listen, Ask pertinent questions, Nod your head "yes" or "no," Talk with your teachers)

AV.7.SA.1.10 Make connections between key learning points and new contexts

#### Leadership of Others



- AV.7.SA.2.1 Identify traits connected to responsibility, integrity, and ethical interactions with others
- AV.7.SA.2.2 Pursue leadership opportunities across the school
- AV.7.SA.2.3 (a) Identify personal conflict-management style; (b) Transform passive and aggressive statements into constructive, assertive statements

#### **RIGOROUS ACADEMIC PREPAREDNESS (7.AP)**

##### **Writing**

- AV.7.AP.1.1 (a) Develop writing skills related to descriptive and expository modes of writing; (b) Generate multiple ideas that support, explain, or enhance the writing topic or theme; (c) Compose first drafts using ideas and information gathered during pre-writing
- AV.7.AP.1.2 Analyze a writing task to determine the purpose, format/style, and audience
- AV.7.AP.1.3 Write multiple drafts with increasing depth based on feedback and observations
- AV.7.AP.1.4 Analyze and edit sentence structure to create interest and complexity
- AV.7.AP.1.5 Publish writing to entire class, such as an oral presentation
- AV.7.AP.1.6 (a) Take notes with an emphasis on recording main ideas and important information; (b) Take notes with an emphasis on condensing information by using abbreviations/symbols/paraphrasing
- AV.7.AP.1.7 Summarize by pulling together the most important information and personal connections related to the objective and/or Essential Question

##### **Inquiry**

- AV.7.AP.2.1 Develop inquiry skills through focused observation and analysis
- AV.7.AP.2.2 Identify the specific point of confusion related to a misunderstood concept or problem
- AV.7.AP.2.3 Determine whether similar problems could be solved using the same steps/process
- AV.7.AP.2.4 Reflect on learning to make connections between new learning and previous experiences
- AV.7.AP.2.5 Reflect on learning strategies that were employed, whether those strategies were effective, and how methods could be adjusted in the future
- AV.7.AP.2.6 Reflect on a process that was used, whether that process was effective, and how methods could be adjusted in the future
- AV.7.AP.2.7 Brainstorm ideas for research topics to address a research prompt
- AV.7.AP.2.8 Determine the relevance, validity, and reliability of information found in sources
- AV.7.AP.2.9 Organize information, sources, and data that support the research prompt
- AV.7.AP.2.10 Integrate quotations to support claims, citing locations and references to texts
- AV.7.AP.2.11 Publish research to entire class, such as an oral presentation

##### **Collaboration**

- AV.7.AP.3.1 Hold self and peers accountable for following group norms about shared responsibility
- AV.7.AP.3.2 Summarize points of agreement and disagreement from varying perspectives
- AV.7.AP.3.3 Deepen relational capacity with classmates through effective conflict management
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## OPPORTUNITY KNOWLEDGE (7.OK)

### Advancing College Preparedness

AV.7.OK.1.1 Define key personal attributes for academic, social, and financial fit related to college selection

AV.7.OK.1.2 (a) Explore the significance of GPA at different stages of the academic journey; (b) Explore college options and terminology

AV.7.OK.1.3 Evaluate personal level of readiness for scholarship eligibility

AV.7.OK.1.4 (a) Reflect on how academic plans and course completion support progress toward desired major; (b) Determine which courses or opportunities align with college goals and plans; (c) Explore campus-, district-, or community-based opportunities to earn college credit in high school (dual credit, online learning, etc.)

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### Building Career Knowledge

AV.7.OK.2.1 Define key personal attributes for academic, social, and financial fit related to career selection

AV.7.OK.2.2 Explore career fields and career pathways, including what resources and opportunities are available locally

AV.7.OK.2.3 Investigate best-fit career fields based on academic, social, and financial fit

AV.7.OK.2.4 Reflect on how academic plans and course completion support progress toward desired career field

## GENERAL NOTES

**Special Note:** Skills acquired in this course will be implemented by the student across the curriculum. M/J Advancement Via Individual Determination 7 (M/J AVID 7) is a rigorous course offered by AVID Center, and content must be provided as specified by AVID Center. Students who are successful in this course will be on the appropriate pathway to success in M/J AVID 8. Teachers must receive training from AVID Center to teach this course.

Trained AVID Elective teachers may visit [www.avid.org](http://www.avid.org), and log into their MyAVID account using their AVID username and password; then follow [https://my.avid.org/file\\_sharing/default.aspx?id=24544](https://my.avid.org/file_sharing/default.aspx?id=24544) to access the AVID Weeks at a Glance curriculum and resources for grades 6-12.

**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, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit <http://www.fldoe.org/academics/college-career-planning/educators-toolkit/index.stml>.

### Career and Education Planning Course Standards – Students will:

- 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.

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### 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:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

## VERSION REQUIREMENTS

These requirements include, but are not limited to, the Florida Standards that are most relevant to this course. Standards correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Florida Standards. Other subject areas and content may be used to fulfill course requirements. This course includes an agreement related to minimum standards for behavior, attendance, and participation.

## 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.**

## GENERAL INFORMATION

**Course Number:** 1700125

**Course Type:** Elective Course

**Course Status:** State Board Approved

**Grade Level(s):** 7

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Research and Critical Thinking >

**SubSubject:** General >

**Abbreviated Title:** M/J AVID 7TH & C/P

**Course Length:** Year (Y)

**Course Level:** 2

# M/J AVID 8th (#1700130) 2020 - 2022 (current)

## Course Standards

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

## General Course Information and Notes

### VERSION DESCRIPTION

**Major Concepts/Content:** Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction that utilizes a rigorous college-preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities, and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their academic growth. Additionally, students engage in activities centered around exploring college and career opportunities and their own agency.

The 7th grade AVID elective course is the year of preparation for high school. Students will regularly exhibit and utilize the skills and strategies learned in the 6th and 7th grade AVID courses. They will refine previous goals, focusing on their transition to high school as part of a college-preparatory path. Their writing will focus on completing all steps of the writing process and varying style, word choice, vocabulary, structure, and voice. Major writing assignments include persuasive, expository, descriptive, and timed writing. Students will transition from active learners to leaders. Other areas of focus include increasing the use of technology and building upon test-preparation and test-taking knowledge. Students will broaden their experience with analyzing text and utilizing appropriate reading strategies in various settings. They will become more involved in guest-speaker presentations and field trips, particularly as they relate to preparation and prior knowledge. Students will also participate in college-preparatory testing and build connections with the high school they will attend.

#### AVID curriculum books used:

AVID College and Careers

AVID Critical Thinking and Engagement

AVID Reading for Disciplinary Literacy

AVID Secondary Implementation Resource

AVID Tutorial Guide

AVID Writing for Disciplinary Literacy

#### Supplemental materials course include the following:

AVID Weekly®, Supporting Math in the AVID Elective, Write Path content-area books, focused note-taking resources, and my.avid.org Curriculum Book Webpages

### STUDENT OUTCOMES

Student Agency (SA)

- Student Empowerment
- Leadership of Others

Rigorous Academic Preparedness (AP)

- Writing
- Inquiry
- Collaboration
- Organization
- Reading

Opportunity Knowledge (OK)

- Advancing College Preparedness
- Building Career Knowledge

### STUDENT AGENCY (8.SA)

#### Student Empowerment

AV.8.SA.1.1 Explore and pursue leadership opportunities in extracurricular and community service activities within the school and local and/or global community

AV.8.SA.1.2 Evaluate the impact of decisions on the world

AV.8.SA.1.3 Effectively manage stress and anxiety levels, including areas such as test preparation and test taking

AV.8.SA.1.4 Create a systemic decision-making model for personal financial decisions and circumstances

AV.8.SA.1.5 (a) Maintain a strong support network for academic and career success; (b) Identify mentors to influence, support, and guide future transactions and success

AV.8.SA.1.6 Apply strategies to support motivation, especially when lacking intrinsic motivation

AV.8.SA.1.7 (a) Strengthen ability to self-advocate related to areas of need; (b) Leverage support network to assist with areas of need

AV.8.SA.1.8 (a) Reflect on current status and skills to strengthen mental flexibility now and in the future; (b) Recognize and overcome obstacles that could hinder future success

AV.8.SA.1.9 Apply self-awareness strategies and skills with a variety of academic challenges

AV.8.SA.1.10Employ key learning points in real-world applications

#### **Leadership of Others**

AV.8.SA.2.1 Assess personal traits connected to integrity and ethical leadership

AV.8.SA.2.2 Pursue leadership and/or mentorship opportunities in the school and community

AV.8.SA.2.3 Reflect on conflict situations to strengthen ability to deal with the emotions that accompany conflict in leadership roles

#### **RIGOROUS ACADEMIC PREPAREDNESS (8.AP)**

##### **Writing**

AV.8.AP.1.1 (a) Develop writing skills related to timed, argumentative, and descriptive modes of writing; (b) Gather information related to the writing prompt to generate a bank of resources and information; (c) Compose first drafts with a focus on establishing a clear purpose for the writing

AV.8.AP.1.2 Utilize inquiry strategies to develop additional questions as needed

AV.8.AP.1.3 Independently create and execute a plan for the revision process

AV.8.AP.1.4 Analyze the language of writing and edit for voice, flow, and clarity

AV.8.AP.1.5 Publish writing to an audience outside of the classroom, such as an online forum

AV.8.AP.1.6 (a) Take notes with an emphasis on selecting the appropriate format for note-taking based on the note-taking objective; (b) Take notes with an emphasis on using strategies to organize notes (e.g., indentation, bullets, outlines, skipping lines, color-coding)

AV.8.AP.1.7 Reflect on how notes help to meet the learning objective and contribute to academic and personal success

##### **Inquiry**

AV.8.AP.2.1 Use questioning techniques to think critically about content and concepts

AV.8.AP.2.2 Generate questions based on a misunderstood concept or problem

AV.8.AP.2.3 Determine modifications to the process that would be needed to solve similar problems

AV.8.AP.2.4 Reflect on learning to make connections between new learning and the broader world

AV.8.AP.2.5 Reflect throughout learning on progress and continually adjust actions on major tasks or assignments

AV.8.AP.2.6 Reflect throughout a process on progress and continually adjust actions

AV.8.AP.2.7 Develop research questions/claim statements that effectively address the research prompt

AV.8.AP.2.8 Determine the perspective, validity, and reliability of information found within sources with the use of multiple sources (such as books, articles, and websites)

AV.8.AP.2.9 Synthesize information, sources, and data that support the research prompt

AV.8.AP.2.10 Construct written claims and support them with reasoning and evidence

AV.8.AP.2.11 Publish research to an audience outside of the classroom

##### **Collaboration**

AV.8.AP.3.1 Negotiate roles within a collaborative group through the adoption of effective elements of collaboration

AV.8.AP.3.2 Integrate multiple perspectives into group products

AV.8.AP.3.3 Deepen relational capacity through the creation of novel ideas and solutions

AV.8.AP.3.4 Interact with peers in complex situations (providing feedback, conflict management, academic discourse) while maintaining a focus on respect, trust, and empathy

AV.8.AP.3.5 Support all members' understanding of key concepts

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AV.8.AP.3.9 Demonstrate command of grammar when communicating

AV.8.AP.3.10 Speak effectively before the whole class

##### **Organization**

AV.8.AP.4.1 (a) Develop efficient, individualized routines related to using organizational tools and planning strategies that enhance academic performance; (b) Reflect on the use of an activity log or tracking system for community extracurricular activities and hours

AV.8.AP.4.2 (a) Understand and demonstrate the concepts and practices of backward mapping; (b) Identify upcoming events to proactively avoid time-management conflicts

AV.8.AP.4.3 Create short- and mid-range goals that support achievement of long-term goals

AV.8.AP.4.4 Modify goals and actions appropriately based on progress

AV.8.AP.4.5 Manage varied visual frameworks to organize language and show relationships between key concepts

## Reading

- AV.8.AP.5.1 Select texts and justify how they meet the reading purpose
- AV.8.AP.5.2 Build background knowledge related to the text preview
- AV.8.AP.5.3 Connect vocabulary within texts to broader concepts in the text
- AV.8.AP.5.4 Create text-dependent questions while reading that align with the reading purpose
- AV.8.AP.5.5 Extend beyond the text by analyzing how to best apply key learning

## OPPORTUNITY KNOWLEDGE (8.OK)

### Advancing College Preparedness

- AV.8.OK.1.1 Refine key personal attributes for academic, social, and financial fit related to college selection
- AV.8.OK.1.2 (a) Reflect on current GPA and how it relates to choosing a college and career path; (b) Compare various college campus structures, services, and opportunities
- AV.8.OK.1.3 Research and evaluate scholarship offerings, including FAFSA
- AV.8.OK.1.4 (a) Produce long-term academic plans that align with goals; (b) Plan for a successful transition to the next step in the academic journey; (c) Gain exposure to pathways offering work opportunities (credentials, certifications, internships, etc.)
- AV.8.OK.1.5 (a) Engage in information gathering to determine match, reach, and safety schools in order to mitigate "summer melt" and undermatching during the selection process; (b) Determine whether additional test prep and testing is needed to reach scholarship goals

### Building Career Knowledge

- AV.8.OK.2.1 (a) Develop an authentic and personal definition of success; (b) Refine key personal attributes for academic, social, and financial fit related to career selection
- AV.8.OK.2.1 (a) Gain awareness of how academic performance links to career performance and success; (b) Expand thinking about potential career fields by encouraging discovery of a variety of career fields and the opportunities therein; (c) Develop knowledge and gain exposure to transitional phases related to work life
- AV.8.OK.2.1 Identify best-fit career fields based on academic, social, and financial fit to develop short- and long-term career pathways
- AV.8.OK.2.1 Engage in real-world experiences within career fields of interest, such as service-learning projects, job-shadowing opportunities, or internship possibilities

## GENERAL NOTES

**Special Note:** Skills acquired in this course will be implemented by the student across the curriculum. M/J Advancement Via Individual Determination 8 (M/J AVID 8) is a rigorous course offered by AVID Center, and content must be provided as specified by AVID Center. Teachers must receive training from AVID Center to teach this course.

Trained AVID Elective teachers may visit [www.avid.org](http://www.avid.org), and log into their MyAVID account using their AVID username and password; then follow [https://my.avid.org/file\\_sharing/default.aspx?id=24544](https://my.avid.org/file_sharing/default.aspx?id=24544) to access the AVID Weeks at a Glance curriculum and resources for grades 6-12.

### 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:  
<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

## VERSION REQUIREMENTS

These requirements include, but are not limited to, the Florida Standards that are most relevant to this course. Standards correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Florida Standards. Other subject areas and content may be used to fulfill course requirements. This course includes an agreement related to minimum standards for behavior, attendance, and participation.

## 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.**

## GENERAL INFORMATION

**Course Number:** 1700130

**Course Path:** Section: Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 6 to 8 Education  
Courses > **Subject:** Research and Critical Thinking >  
**SubSubject:** General >

**Abbreviated Title:** M/J AVID 8TH

**Course Length:** Year (Y)

**Course Level:** 2

**Course Type:** Elective Course

**Course Status:** Course Approved

**Grade Level(s):** 8

## Course Standards

Name	Description
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li><b>Develop students' ability to analyze and problem solve.</b></li> <li><b>Recognize students' effort when solving challenging problems.</b></li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li><b>Develop students' ability to justify methods and compare their responses to the responses of their peers.</b></li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> </ul>



MA.K12.MTR.5.1:

- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.5.1:

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

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AV.8.OK.1.3 Research and evaluate scholarship offerings, including FAFSA

AV.8.OK.1.4 (a) Produce long-term academic plans that align with goals; (b) Plan for a successful transition to the next step in the academic journey; (c) Gain exposure to pathways offering work opportunities (credentials, certifications, internships, etc.)

AV.8.OK.1.5 (a) Engage in information gathering to determine match, reach, and safety schools in order to mitigate "summer melt" and undermatching during the selection process; (b) Determine whether additional test prep and testing is needed to reach scholarship goals

##### Building Career Knowledge

AV.8.OK.2.1 (a) Develop an authentic and personal definition of success; (b) Refine key personal attributes for academic, social, and financial fit related to career selection

AV.8.OK.2.1 (a) Gain awareness of how academic performance links to career performance and success; (b) Expand thinking about potential career fields by encouraging discovery of a variety of career fields and the opportunities therein; (c) Develop knowledge and gain exposure to transitional phases related to work life

AV.8.OK.2.1 Identify best-fit career fields based on academic, social, and financial fit to develop short- and long-term career pathways

AV.8.OK.2.1 Engage in real-world experiences within career fields of interest, such as service-learning projects, job-shadowing opportunities, or internship possibilities

## GENERAL NOTES

**Special Note:** Skills acquired in this course will be implemented by the student across the curriculum. M/J Advancement Via Individual Determination 8 (M/J AVID 8) is a rigorous course offered by AVID Center, and content must be provided as specified by AVID Center. Teachers must receive training from AVID Center to teach this course.

Trained AVID Elective teachers may visit [www.avid.org](http://www.avid.org), and log into their MyAVID account using their AVID username and password; then follow [https://my.avid.org/file\\_sharing/default.aspx?id=24544](https://my.avid.org/file_sharing/default.aspx?id=24544) to access the AVID Weeks at a Glance curriculum and resources for grades 6-12.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### 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:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

## VERSION REQUIREMENTS

These requirements include, but are not limited to, the Florida Standards that are most relevant to this course. Standards correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Florida Standards. Other subject areas and content may be used to fulfill course requirements. This course includes an agreement related to minimum standards for behavior, attendance, and participation.

## 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.**

## GENERAL INFORMATION

**Course Number:** 1700130

**Course Path:** **Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Research and Critical Thinking >

**SubSubject:** General >

**Abbreviated Title:** M/J AVID 8TH

**Course Length:** Year (Y)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** State Board Approved

**Grade Level(s):** 8

# M/J AVID 8th & Career Planning (#1700135) 2020 - 2022 (current)

## Course Standards

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

## General Course Information and Notes

### VERSION DESCRIPTION

**Major Concepts/Content:** Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction that utilizes a rigorous college-preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities, and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their academic growth. Additionally, students engage in activities centered around exploring college and career opportunities and their own agency.

The 7th grade AVID elective course is the year of preparation for high school. Students will regularly exhibit and utilize the skills and strategies learned in the 6th and 7th grade AVID courses. They will refine previous goals, focusing on their transition to high school as part of a college-preparatory path. Their writing will focus on completing all steps of the writing process and varying style, word choice, vocabulary, structure, and voice. Major writing assignments include persuasive, expository, descriptive, and timed writing. Students will transition from active learners to leaders. Other areas of focus include increasing the use of technology and building upon test-preparation and test-taking knowledge. Students will broaden their experience with analyzing text and utilizing appropriate reading strategies in various settings. They will become more involved in guest-speaker presentations and field trips, particularly as they relate to preparation and prior knowledge. Students will also participate in college-preparatory testing and build connections with the high school they will attend.

#### AVID curriculum books used:

AVID College and Careers

AVID Critical Thinking and Engagement

AVID Reading for Disciplinary Literacy

AVID Secondary Implementation Resource

AVID Tutorial Guide

AVID Writing for Disciplinary Literacy

#### Supplemental materials course include the following:

AVID Weekly®, Supporting Math in the AVID Elective, Write Path content-area books, focused note-taking resources, and my.avid.org Curriculum Book Webpages

### STUDENT OUTCOMES

Student Agency (SA)

- Student Empowerment
- Leadership of Others

Rigorous Academic Preparedness (AP)

- Writing
- Inquiry
- Collaboration
- Organization
- Reading

Opportunity Knowledge (OK)

- Advancing College Preparedness
- Building Career Knowledge

### STUDENT AGENCY (8.SA)

#### Student Empowerment

AV.8.SA.1.1 Explore and pursue leadership opportunities in extracurricular and community service activities within the school and local and/or global community

AV.8.SA.1.2 Evaluate the impact of decisions on the world

AV.8.SA.1.3 Effectively manage stress and anxiety levels, including areas such as test preparation and test taking

AV.8.SA.1.4 Create a systemic decision-making model for personal financial decisions and circumstances

AV.8.SA.1.5 (a) Maintain a strong support network for academic and career success; (b) Identify mentors to influence, support, and guide future transactions and success

AV.8.SA.1.6 Apply strategies to support motivation, especially when lacking intrinsic motivation

AV.8.SA.1.7 (a) Strengthen ability to self-advocate related to areas of need; (b) Leverage support network to assist with areas of need

AV.8.SA.1.8 (a) Reflect on current status and skills to strengthen mental flexibility now and in the future; (b) Recognize and overcome obstacles that could hinder future success

AV.8.SA.1.9 Apply self-awareness strategies and skills with a variety of academic challenges

AV.8.SA.1.10Employ key learning points in real-world applications

#### **Leadership of Others**

AV.8.SA.2.1 Assess personal traits connected to integrity and ethical leadership

AV.8.SA.2.2 Pursue leadership and/or mentorship opportunities in the school and community

AV.8.SA.2.3 Reflect on conflict situations to strengthen ability to deal with the emotions that accompany conflict in leadership roles

#### **RIGOROUS ACADEMIC PREPAREDNESS (8.AP)**

##### **Writing**

AV.8.AP.1.1 (a) Develop writing skills related to timed, argumentative, and descriptive modes of writing; (b) Gather information related to the writing prompt to generate a bank of resources and information; (c) Compose first drafts with a focus on establishing a clear purpose for the writing

AV.8.AP.1.2 Utilize inquiry strategies to develop additional questions as needed

AV.8.AP.1.3 Independently create and execute a plan for the revision process

AV.8.AP.1.4 Analyze the language of writing and edit for voice, flow, and clarity

AV.8.AP.1.5 Publish writing to an audience outside of the classroom, such as an online forum

AV.8.AP.1.6 (a) Take notes with an emphasis on selecting the appropriate format for note-taking based on the note-taking objective; (b) Take notes with an emphasis on using strategies to organize notes (e.g., indentation, bullets, outlines, skipping lines, color-coding)

AV.8.AP.1.7 Reflect on how notes help to meet the learning objective and contribute to academic and personal success

##### **Inquiry**

AV.8.AP.2.1 Use questioning techniques to think critically about content and concepts

AV.8.AP.2.2 Generate questions based on a misunderstood concept or problem

AV.8.AP.2.3 Determine modifications to the process that would be needed to solve similar problems

AV.8.AP.2.4 Reflect on learning to make connections between new learning and the broader world

AV.8.AP.2.5 Reflect throughout learning on progress and continually adjust actions on major tasks or assignments

AV.8.AP.2.6 Reflect throughout a process on progress and continually adjust actions

AV.8.AP.2.7 Develop research questions/claim statements that effectively address the research prompt

AV.8.AP.2.8 Determine the perspective, validity, and reliability of information found within sources with the use of multiple sources (such as books, articles, and websites)

AV.8.AP.2.9 Synthesize information, sources, and data that support the research prompt

AV.8.AP.2.10 Construct written claims and support them with reasoning and evidence

AV.8.AP.2.11 Publish research to an audience outside of the classroom

##### **Collaboration**

AV.8.AP.3.1 Negotiate roles within a collaborative group through the adoption of effective elements of collaboration

AV.8.AP.3.2 Integrate multiple perspectives into group products

AV.8.AP.3.3 Deepen relational capacity through the creation of novel ideas and solutions

AV.8.AP.3.4 Interact with peers in complex situations (providing feedback, conflict management, academic discourse) while maintaining a focus on respect, trust, and empathy

AV.8.AP.3.5 Support all members' understanding of key concepts

AV.8.AP.3.6 Utilize technology to connect to the global community and to explore topics from multiple perspectives

AV.8.AP.3.7 Adjust ineffective verbal and nonverbal communication into effective communication

AV.8.AP.3.8 Demonstrate active listening by asking clarifying questions

AV.8.AP.3.9 Demonstrate command of grammar when communicating

AV.8.AP.3.10 Speak effectively before the whole class

##### **Organization**

AV.8.AP.4.1 (a) Develop efficient, individualized routines related to using organizational tools and planning strategies that enhance academic performance; (b) Reflect on the use of an activity log or tracking system for community extracurricular activities and hours

AV.8.AP.4.2 (a) Understand and demonstrate the concepts and practices of backward mapping; (b) Identify upcoming events to proactively avoid time-management conflicts

AV.8.AP.4.3 Create short- and mid-range goals that support achievement of long-term goals

AV.8.AP.4.4 Modify goals and actions appropriately based on progress

AV.8.AP.4.5 Manage varied visual frameworks to organize language and show relationships between key concepts

## Reading

- AV.8.AP.5.1 Select texts and justify how they meet the reading purpose
- AV.8.AP.5.2 Build background knowledge related to the text preview
- AV.8.AP.5.3 Connect vocabulary within texts to broader concepts in the text
- AV.8.AP.5.4 Create text-dependent questions while reading that align with the reading purpose
- AV.8.AP.5.5 Extend beyond the text by analyzing how to best apply key learning

## OPPORTUNITY KNOWLEDGE (8.OK)

### Advancing College Preparedness

- AV.8.OK.1.1 Refine key personal attributes for academic, social, and financial fit related to college selection
- AV.8.OK.1.2 (a) Reflect on current GPA and how it relates to choosing a college and career path; (b) Compare various college campus structures, services, and opportunities
- AV.8.OK.1.3 Research and evaluate scholarship offerings, including FAFSA
- AV.8.OK.1.4 (a) Produce long-term academic plans that align with goals; (b) Plan for a successful transition to the next step in the academic journey; (c) Gain exposure to pathways offering work opportunities (credentials, certifications, internships, etc.)
- AV.8.OK.1.5 (a) Engage in information gathering to determine match, reach, and safety schools in order to mitigate "summer melt" and undermatching during the selection process; (b) Determine whether additional test prep and testing is needed to reach scholarship goals

### Building Career Knowledge

- AV.8.OK.2.1 (a) Develop an authentic and personal definition of success; (b) Refine key personal attributes for academic, social, and financial fit related to career selection
- AV.8.OK.2.1 (a) Gain awareness of how academic performance links to career performance and success; (b) Expand thinking about potential career fields by encouraging discovery of a variety of career fields and the opportunities therein; (c) Develop knowledge and gain exposure to transitional phases related to work life
- AV.8.OK.2.1 Identify best-fit career fields based on academic, social, and financial fit to develop short- and long-term career pathways
- AV.8.OK.2.1 Engage in real-world experiences within career fields of interest, such as service-learning projects, job-shadowing opportunities, or internship possibilities

## GENERAL NOTES

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**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, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit <http://www.fldoe.org/academics/college-career-planning/educators-toolkit/index.stml>.

### Career and Education Planning Course Standards – Students will:

- 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.

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

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## 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.**

## GENERAL INFORMATION

**Course Number:** 1700135

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Research and Critical Thinking >

**SubSubject:** General >

**Abbreviated Title:** M/J AVID 8TH & C/P

**Course Length:** Year (Y)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 8

## Course Standards

Name	Description
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li><b>Develop students' ability to analyze and problem solve.</b></li> <li><b>Recognize students' effort when solving challenging problems.</b></li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li><b>Develop students' ability to justify methods and compare their responses to the responses of their peers.</b></li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> </ul>

MA.K12.MTR.5.1:

- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

ELA.K12.EE.1.1:

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.2.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.3.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.4.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.5.1:

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

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

## General Course Information and Notes

### VERSION DESCRIPTION

**Major Concepts/Content:** Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction that utilizes a rigorous college-preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities, and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their academic growth. Additionally, students engage in activities centered around exploring college and career opportunities and their own agency.

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- Leadership of Others

Rigorous Academic Preparedness (AP)

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- Inquiry
- Collaboration
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- Reading

Opportunity Knowledge (OK)

- Advancing College Preparedness
- Building Career Knowledge

### STUDENT AGENCY (8.SA)

#### Student Empowerment

AV.8.SA.1.1 Explore and pursue leadership opportunities in extracurricular and community service activities within the school and local and/or global community

AV.8.SA.1.2 Evaluate the impact of decisions on the world

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## Leadership of Others

- AV.8.SA.2.1 Assess personal traits connected to integrity and ethical leadership
- AV.8.SA.2.2 Pursue leadership and/or mentorship opportunities in the school and community
- AV.8.SA.2.3 Reflect on conflict situations to strengthen ability to deal with the emotions that accompany conflict in leadership roles

## RIGOROUS ACADEMIC PREPAREDNESS (8.AP)

### Writing

- AV.8.AP.1.1 (a) Develop writing skills related to timed, argumentative, and descriptive modes of writing; (b) Gather information related to the writing prompt to generate a bank of resources and information; (c) Compose first drafts with a focus on establishing a clear purpose for the writing
- AV.8.AP.1.2 Utilize inquiry strategies to develop additional questions as needed
- AV.8.AP.1.3 Independently create and execute a plan for the revision process
- AV.8.AP.1.4 Analyze the language of writing and edit for voice, flow, and clarity
- AV.8.AP.1.5 Publish writing to an audience outside of the classroom, such as an online forum
- AV.8.AP.1.6 (a) Take notes with an emphasis on selecting the appropriate format for note-taking based on the note-taking objective; (b) Take notes with an emphasis on using strategies to organize notes (e.g., indentation, bullets, outlines, skipping lines, color-coding)
- AV.8.AP.1.7 Reflect on how notes help to meet the learning objective and contribute to academic and personal success

### Inquiry

- AV.8.AP.2.1 Use questioning techniques to think critically about content and concepts
- AV.8.AP.2.2 Generate questions based on a misunderstood concept or problem
- AV.8.AP.2.3 Determine modifications to the process that would be needed to solve similar problems
- AV.8.AP.2.4 Reflect on learning to make connections between new learning and the broader world
- AV.8.AP.2.5 Reflect throughout learning on progress and continually adjust actions on major tasks or assignments
- AV.8.AP.2.6 Reflect throughout a process on progress and continually adjust actions
- AV.8.AP.2.7 Develop research questions/claim statements that effectively address the research prompt
- AV.8.AP.2.8 Determine the perspective, validity, and reliability of information found within sources with the use of multiple sources (such as books, articles, and websites)
- AV.8.AP.2.9 Synthesize information, sources, and data that support the research prompt
- AV.8.AP.2.10 Construct written claims and support them with reasoning and evidence
- AV.8.AP.2.11 Publish research to an audience outside of the classroom

### Collaboration

- AV.8.AP.3.1 Negotiate roles within a collaborative group through the adoption of effective elements of collaboration
- AV.8.AP.3.2 Integrate multiple perspectives into group products
- AV.8.AP.3.3 Deepen relational capacity through the creation of novel ideas and solutions
- AV.8.AP.3.4 Interact with peers in complex situations (providing feedback, conflict management, academic discourse) while maintaining a focus on respect, trust, and empathy
- AV.8.AP.3.5 Support all members' understanding of key concepts
- AV.8.AP.3.6 Utilize technology to connect to the global community and to explore topics from multiple perspectives
- AV.8.AP.3.7 Adjust ineffective verbal and nonverbal communication into effective communication
- AV.8.AP.3.8 Demonstrate active listening by asking clarifying questions
- AV.8.AP.3.9 Demonstrate command of grammar when communicating
- AV.8.AP.3.10 Speak effectively before the whole class

### Organization

- AV.8.AP.4.1 (a) Develop efficient, individualized routines related to using organizational tools and planning strategies that enhance academic performance; (b) Reflect on the use of an activity log or tracking system for community extracurricular activities and hours
- AV.8.AP.4.2 (a) Understand and demonstrate the concepts and practices of backward mapping; (b) Identify upcoming events to proactively avoid time-management conflicts
- AV.8.AP.4.3 Create short- and mid-range goals that support achievement of long-term goals
- AV.8.AP.4.4 Modify goals and actions appropriately based on progress
- AV.8.AP.4.5 Manage varied visual frameworks to organize language and show relationships between key concepts

### Reading

- AV.8.AP.5.1 Select texts and justify how they meet the reading purpose
- AV.8.AP.5.2 Build background knowledge related to the text preview
- AV.8.AP.5.3 Connect vocabulary within texts to broader concepts in the text
- AV.8.AP.5.4 Create text-dependent questions while reading that align with the reading purpose

## OPPORTUNITY KNOWLEDGE (8.OK)

### Advancing College Preparedness

AV.8.OK.1.1 Refine key personal attributes for academic, social, and financial fit related to college selection

AV.8.OK.1.2 (a) Reflect on current GPA and how it relates to choosing a college and career path; (b) Compare various college campus structures, services, and opportunities

AV.8.OK.1.3 Research and evaluate scholarship offerings, including FAFSA

AV.8.OK.1.4 (a) Produce long-term academic plans that align with goals; (b) Plan for a successful transition to the next step in the academic journey; (c) Gain exposure to pathways offering work opportunities (credentials, certifications, internships, etc.)

AV.8.OK.1.5 (a) Engage in information gathering to determine match, reach, and safety schools in order to mitigate "summer melt" and undermatching during the selection process; (b) Determine whether additional test prep and testing is needed to reach scholarship goals

### Building Career Knowledge

AV.8.OK.2.1 (a) Develop an authentic and personal definition of success; (b) Refine key personal attributes for academic, social, and financial fit related to career selection

AV.8.OK.2.1 (a) Gain awareness of how academic performance links to career performance and success; (b) Expand thinking about potential career fields by encouraging discovery of a variety of career fields and the opportunities therein; (c) Develop knowledge and gain exposure to transitional phases related to work life

AV.8.OK.2.1 Identify best-fit career fields based on academic, social, and financial fit to develop short- and long-term career pathways

AV.8.OK.2.1 Engage in real-world experiences within career fields of interest, such as service-learning projects, job-shadowing opportunities, or internship possibilities

## GENERAL NOTES

**Special Note:** Skills acquired in this course will be implemented by the student across the curriculum. M/J Advancement Via Individual Determination 8 (M/J AVID 8) is a rigorous course offered by AVID Center, and content must be provided as specified by AVID Center. Teachers must receive training from AVID Center to teach this course.

Trained AVID Elective teachers may visit [www.avid.org](http://www.avid.org), and log into their MyAVID account using their AVID username and password; then follow [https://my.avid.org/file\\_sharing/default.aspx?id=24544](https://my.avid.org/file_sharing/default.aspx?id=24544) to access the AVID Weeks at a Glance curriculum and resources for grades 6-12.

**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, that may be revised as the student progresses through middle and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report as described in Section 445.07, Florida Statutes. The required, personalized academic and career plan must inform students of high school graduation requirements, including diploma designations (Section 1003.4285, Florida Statutes); requirements for a Florida Bright Futures Scholarship; state university and Florida College System institution admission requirements; and, available opportunities to earn college credit in high school utilizing acceleration mechanisms. For additional information on the Middle School Career and Education Planning courses, visit <http://www.fldoe.org/academics/college-career-planning/educators-toolkit/index.stml>.

### Career and Education Planning Course Standards – Students will:

- 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.

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### 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: <https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

## VERSION REQUIREMENTS

These requirements include, but are not limited to, the Florida Standards that are most relevant to this course. Standards correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Florida Standards. Other subject areas and content may be used to fulfill course requirements. This course includes an agreement related to minimum standards for behavior, attendance, and participation.

## 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.**

## GENERAL INFORMATION

**Course Number:** 1700135

**Course Type:** Elective Course

**Course Status:** State Board Approved

**Grade Level(s):** 8

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Research and Critical Thinking >

**SubSubject:** General >

**Abbreviated Title:** M/J AVID 8TH & C/P

**Course Length:** Year (Y)

**Course Level:** 2

# M/J Global Perspectives 1 Cambridge Lower Secondary (#1700200) 2018 - And Beyond (current)

## General Course Information and Notes

### VERSION DESCRIPTION

For more information about this Cambridge course, visit <http://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-secondary-1/cambridge-secondary-1/curriculum/>.

### 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.**

### GENERAL INFORMATION

**Course Number:** 1700200

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Research and Critical Thinking >

**SubSubject:** General >

**Abbreviated Title:** M/J GLOB PERS 1 CLS

**Course Length:** Year (Y)

**Course Level:** 3

**Course Status:** Course Approved

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



# M/J Global Perspectives 1 Cambridge Lower Secondary & Career Planning (#1700205) 2020 - And Beyond (current)

## General Course Information and Notes

### VERSION DESCRIPTION

For more information on this Cambridge course, visit <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-lower-secondary/curriculum/>.

### 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.**

### GENERAL INFORMATION

**Course Number:** 1700205

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Research and Critical Thinking >

**SubSubject:** General >

**Abbreviated Title:** M/J GL PERS 1 CLS CP

**Course Length:** Year (Y)

**Course Attributes:**

- Advanced International Certificate of Education (AICE)

**Course Level:** 3

**Course Type:** Elective Course

**Course Status:** Course Approved

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

# M/J Global Perspectives 2 Cambridge Lower Secondary (#1700210) 2018 - And Beyond (current)

## General Course Information and Notes

### VERSION DESCRIPTION

For more information about this Cambridge course, visit <http://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-secondary-1/cambridge-secondary-1/curriculum/>.

### 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.**

### GENERAL INFORMATION

**Course Number:** 1700210

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Research and Critical Thinking >

**SubSubject:** General >

**Abbreviated Title:** M/J GLOB PERS 2 CLS

**Course Length:** Year (Y)

**Course Level:** 3

**Course Status:** Course Approved

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

# M/J Global Perspectives 2 Cambridge Lower Secondary & Career Planning (#1700215) 2020 - And Beyond (current)

## General Course Information and Notes

### VERSION DESCRIPTION

For more information on this Cambridge course, visit <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-lower-secondary/curriculum/>.

### 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.**

### GENERAL INFORMATION

**Course Number:** 1700215

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Research and Critical Thinking >

**SubSubject:** General >

**Abbreviated Title:** M/J GL PERS 2 CLS CP

**Course Length:** Year (Y)

**Course Attributes:**

- Advanced International Certificate of Education (AICE)

**Course Level:** 3

**Course Type:** Elective Course

**Course Status:** Course Approved

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

# M/J Global Perspectives 3 Cambridge Lower Secondary (#1700220) 2018 - And Beyond (current)

## General Course Information and Notes

### VERSION DESCRIPTION

For more information about this Cambridge course, visit <http://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-secondary-1/cambridge-secondary-1/curriculum/>.

### 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.**

### GENERAL INFORMATION

**Course Number:** 1700220

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Research and Critical Thinking >

**SubSubject:** General >

**Abbreviated Title:** M/J GLOB PERS 3 CLS

**Course Length:** Year (Y)

**Course Level:** 3

**Course Status:** Course Approved

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

# M/J Global Perspectives 3 Cambridge Lower Secondary & Career Planning (#1700225) 2020 - And Beyond (current)

## General Course Information and Notes

### VERSION DESCRIPTION

For more information on this Cambridge course, visit <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-lower-secondary/curriculum/>.

### 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.**

### GENERAL INFORMATION

**Course Number:** 1700225

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Research and Critical Thinking >

**SubSubject:** General >

**Abbreviated Title:** M/J GL PERS 3 CLS CP

**Course Length:** Year (Y)

**Course Attributes:**

- Advanced International Certificate of Education (AICE)

**Course Level:** 3

**Course Type:** Elective Course

**Course Status:** Course Approved

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

# Research 1 (#1700300) 2015 - 2022 (current)

## Course Standards

Name	Description
LAFS.910.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> <li>Use parallel structure.</li> <li>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> </ol>
	<b>Standard Relation to Course: Supporting</b>
LAFS.910.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LAFS.910.SL.1.1:	<ol style="list-style-type: none"> <li>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
	<b>Standard Relation to Course: Supporting</b>
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
LAFS.910.W.1.2:	<ol style="list-style-type: none"> <li>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ol>
	<b>Standard Relation to Course: Supporting</b>
LAFS.910.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.910.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LAFS.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
	<b>Make sense of problems and persevere in solving them.</b>
MAFS.K12.MP.1.1:	Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.
	<b>Construct viable arguments and critique the reasoning of others.</b>

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.
MAFS.K12.MP.6.1:	<p><b>Attend to precision.</b></p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>
SC.912.N.1.1:	<p>Define a problem based on a specific body of knowledge, for example: biology, chemistry, physics, and earth/space science, and do the following:</p> <ol style="list-style-type: none"> <li>1. <b>Pose questions about the natural world, (Articulate the purpose of the investigation and identify the relevant scientific concepts).</b></li> <li>2. <b>Conduct systematic observations, (Write procedures that are clear and replicable. Identify observables and examine relationships between test (independent) variable and outcome (dependent) variable. Employ appropriate methods for accurate and consistent observations; conduct and record measurements at appropriate levels of precision. Follow safety guidelines).</b></li> <li>3. <b>Examine books and other sources of information to see what is already known,</b></li> <li>4. <b>Review what is known in light of empirical evidence, (Examine whether available empirical evidence can be interpreted in terms of existing knowledge and models, and if not, modify or develop new models).</b></li> <li>5. <b>Plan investigations, (Design and evaluate a scientific investigation).</b></li> <li>6. <b>Use tools to gather, analyze, and interpret data (this includes the use of measurement in metric and other systems, and also the generation and interpretation of graphical representations of data, including data tables and graphs), (Collect data or evidence in an organized way. Properly use instruments, equipment, and materials (e.g., scales, probeware, meter sticks, microscopes, computers) including set-up, calibration, technique, maintenance, and storage).</b></li> <li>7. <b>Pose answers, explanations, or descriptions of events,</b></li> <li>8. <b>Generate explanations that explicate or describe natural phenomena (inferences),</b></li> <li>9. <b>Use appropriate evidence and reasoning to justify these explanations to others,</b></li> <li>10. <b>Communicate results of scientific investigations, and</b></li> <li>11. <b>Evaluate the merits of the explanations produced by others.</b></li> </ol>
SC.912.N.1.4:	Identify sources of information and assess their reliability according to the strict standards of scientific investigation.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
SS.912.P.12.1:	<p>Define cognitive processes involved in understanding information.</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Clarifications:</b> Examples may include, but are not limited to, encoding, storage, and retrieval.</p> </div>

## General Course Information and Notes

### GENERAL NOTES

The purpose of this course is to enable students to develop fundamental knowledge of the steps in the research process.

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

- nature and purpose of research
- research questions and hypotheses
- research methods and procedures
- review of literature and other resources
- primary and secondary sources
- directed investigations
- organization of information
- report formats, styles, and content
- critical analysis of research
- submission of a major independent research project

#### 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:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

## 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.**

## GENERAL INFORMATION

**Course Number:** 1700300

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Course Approved

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

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Research and Critical

Thinking > **SubSubject:** General >

**Abbreviated Title:** RESEARCH 1

**Course Length:** Year (Y)

**Course Level:** 2



# Research 1 (#1700300) 2022 - And Beyond

## Course Standards

Name	Description
ELA.9.C.1.4:	<p>Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task.</p> <p><b>Clarifications:</b> Clarification 1: See Writing Types.</p>
ELA.9.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising for clarity and cohesiveness.</p>
ELA.9.C.2.1:	<p>Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.</p> <p><b>Clarifications:</b> Clarification 1: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation. Clarification 2: For further guidance, see the Secondary Oral Communication Rubric.</p>
ELA.9.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b> Clarification 1: Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <p>Clarification 2: See Convention Progression by Grade Level.</p>
ELA.9.C.4.1:	<p>Conduct research to answer a question, drawing on multiple reliable and valid sources, and refining the scope of the question to align with findings.</p> <p><b>Clarifications:</b> Clarification 1: There is no requirement that students research the additional questions generated.</p>
ELA.9.C.5.1:	<p>Create digital presentations with coherent ideas and a clear perspective.</p> <p><b>Clarifications:</b> Clarification 1: The presentation may be delivered live or delivered as a stand-alone digital experience.</p>
ELA.9.R.2.1:	<p>Analyze how multiple text structures and/or features convey a purpose and/or meaning in texts.</p> <p><b>Clarifications:</b> Clarification 1: Students will analysis the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.  Clarification 2: Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p>
ELA.9.R.2.2:	<p>Evaluate the support an author uses to develop the central idea(s) throughout a text.</p> <p><b>Clarifications:</b> Clarification 1: In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos. Clarification 2: See Rhetorical Appeals and Rhetorical Devices.</p>
ELA.9.R.2.3:	<p>Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.</p> <p><b>Clarifications:</b> Clarification 1: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction. Clarification 2: Students will explain the appropriateness of appeals in achieving a purpose. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.  Clarification 3: See Secondary Figurative Language. Clarification 4: See Rhetorical Appeals and Rhetorical Devices.</p>
ELA.9.R.2.4:	<p>Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims.</p> <p><b>Clarifications:</b> Clarification 1: Validity refers to the soundness of the arguments.</p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p>

	<p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
	Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

MA.K12.MTR.4.1:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

MA.K12.MTR.7.1:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

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

SC.912.N.1.1.1:

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

	9. Use appropriate evidence and reasoning to justify these explanations to others, 10. Communicate results of scientific investigations, and 11. Evaluate the merits of the explanations produced by others.
SC.912.N.1.4:	Identify sources of information and assess their reliability according to the strict standards of scientific investigation.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. Define cognitive processes involved in understanding information.
SS.912.P.12.1:	<b>Clarifications:</b> Examples may include, but are not limited to, encoding, storage, and retrieval.

## General Course Information and Notes

### GENERAL NOTES

The purpose of this course is to enable students to develop fundamental knowledge of the steps in the research process.

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

- nature and purpose of research
- research questions and hypotheses
- research methods and procedures
- review of literature and other resources
- primary and secondary sources
- directed investigations
- organization of information
- report formats, styles, and content
- critical analysis of research
- submission of a major independent research project

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### 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:  
<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

### 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.**

### GENERAL INFORMATION

<b>Course Number:</b> 1700300	<b>Course Path:</b> Section: Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> Research and Critical Thinking > <b>SubSubject:</b> General >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> RESEARCH 1
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> State Board Approved	<b>Course Level:</b> 2
<b>Grade Level(s):</b> 9,10,11,12	

# Fundamentals of Research (#1700305) 2021 - 2022 (current)

## Course Standards

Name	Description
LAFS.910.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> <li>Use parallel structure.</li> <li>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> </ol>
LAFS.910.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. <ol style="list-style-type: none"> <li>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.W.1.2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <ol style="list-style-type: none"> <li>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ol>
LAFS.910.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.910.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LAFS.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
SC.912.N.1.1:	Define a problem based on a specific body of knowledge, for example: biology, chemistry, physics, and earth/space science, and do the following: <ol style="list-style-type: none"> <li>Pose questions about the natural world, (Articulate the purpose of the investigation and identify the relevant scientific concepts).</li> <li>Conduct systematic observations, (Write procedures that are clear and replicable. Identify observables and examine relationships between test (independent) variable and outcome (dependent) variable. Employ appropriate methods for accurate and consistent observations; conduct and record measurements at appropriate levels of precision. Follow safety guidelines).</li> <li>Examine books and other sources of information to see what is already known,</li> <li>Review what is known in light of empirical evidence, (Examine whether available empirical evidence can be interpreted in terms of existing knowledge and models, and if not, modify or develop new models).</li> <li>Plan investigations, (Design and evaluate a scientific investigation).</li> <li>Use tools to gather, analyze, and interpret data (this includes the use of measurement in metric and other systems, and also the generation and interpretation of graphical representations of data, including data tables and graphs), (Collect data or evidence in an organized way. Properly use instruments, equipment, and materials (e.g., scales, probeware, meter sticks, microscopes, computers) including set-up, calibration, technique, maintenance, and storage).</li> <li>Pose answers, explanations, or descriptions of events,</li> <li>Generate explanations that explicate or describe natural phenomena (inferences),</li> <li>Use appropriate evidence and reasoning to justify these explanations to others,</li> <li>Communicate results of scientific investigations, and</li> </ol>

	<b>11. Evaluate the merits of the explanations produced by others.</b>
SC.912.N.1.4:	Identify sources of information and assess their reliability according to the strict standards of scientific investigation.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
	<b>Attend to precision.</b>
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.
	Define cognitive processes involved in understanding information.
SS.912.P.12.1:	<b>Clarifications:</b> Examples may include, but are not limited to, encoding, storage, and retrieval.

## General Course Information and Notes

### GENERAL NOTES

The purpose of this course is to enable students to develop fundamental knowledge of the steps in the research process.

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

- nature and purpose of research
- research questions and hypotheses
- research methods and procedures
- review of literature and other resources
- primary and secondary sources
- directed investigations
- organization of information
- report formats, styles, and content
- critical analysis of research
- submission of a major independent research project

#### 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:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

### 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.**

### GENERAL INFORMATION

**Course Number:** 1700305

**Number of Credits:** Half credit (.5)

**Course Type:** Elective Course

**Course Status:** Draft - Course Pending Approval

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

**Graduation Requirement:** Electives

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Research and Critical Thinking > **SubSubject:** General >

**Abbreviated Title:** FUNDAMENTAL RESEARCH

**Course Length:** Semester (S)

**Course Level:** 2

# Fundamentals of Research (#1700305) 2022 - And Beyond

## Course Standards

Name	Description
ELA.9.C.1.4:	<p>Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task.</p> <p><b>Clarifications:</b> Clarification 1: See Writing Types.</p>
ELA.9.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising for clarity and cohesiveness.</p>
ELA.9.C.2.1:	<p>Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.</p> <p><b>Clarifications:</b> Clarification 1: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation. Clarification 2: For further guidance, see the Secondary Oral Communication Rubric.</p>
ELA.9.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b> Clarification 1: Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <p>Clarification 2: See Convention Progression by Grade Level.</p>
ELA.9.C.4.1:	<p>Conduct research to answer a question, drawing on multiple reliable and valid sources, and refining the scope of the question to align with findings.</p> <p><b>Clarifications:</b> Clarification 1: There is no requirement that students research the additional questions generated.</p>
ELA.9.C.5.1:	<p>Create digital presentations with coherent ideas and a clear perspective.</p> <p><b>Clarifications:</b> Clarification 1: The presentation may be delivered live or delivered as a stand-alone digital experience.</p>
ELA.9.R.2.1:	<p>Analyze how multiple text structures and/or features convey a purpose and/or meaning in texts.</p> <p><b>Clarifications:</b> Clarification 1: Students will analysis the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.  Clarification 2: Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p>
ELA.9.R.2.2:	<p>Evaluate the support an author uses to develop the central idea(s) throughout a text.</p> <p><b>Clarifications:</b> Clarification 1: In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos. Clarification 2: See Rhetorical Appeals and Rhetorical Devices.</p>
ELA.9.R.2.3:	<p>Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.</p> <p><b>Clarifications:</b> Clarification 1: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction. Clarification 2: Students will explain the appropriateness of appeals in achieving a purpose. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.  Clarification 3: See Secondary Figurative Language. Clarification 4: See Rhetorical Appeals and Rhetorical Devices.</p>
ELA.9.R.2.4:	<p>Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims.</p> <p><b>Clarifications:</b> Clarification 1: Validity refers to the soundness of the arguments.</p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p>

	<p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K.12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K.12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K.12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K.12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K.12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
MA.K.12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K.12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K.12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
	Engage in discussions that reflect on the mathematical thinking of self and others.



Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

MA.K12.MTR.4.1:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

MA.K12.MTR.6.1:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

MA.K12.MTR.7.1:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

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

SC.912.N.1.1.1:

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

	9. Use appropriate evidence and reasoning to justify these explanations to others, 10. Communicate results of scientific investigations, and 11. Evaluate the merits of the explanations produced by others.
SC.912.N.1.4:	Identify sources of information and assess their reliability according to the strict standards of scientific investigation.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. Define cognitive processes involved in understanding information.
SS.912.P.12.1:	<b>Clarifications:</b> Examples may include, but are not limited to, encoding, storage, and retrieval.

## General Course Information and Notes

### GENERAL NOTES

The purpose of this course is to enable students to develop fundamental knowledge of the steps in the writing a thesis paper based on the research process. The content should include, but not be limited to, the following:

- nature and purpose of research
- research questions and hypotheses
- review of literature and other resources
- primary and secondary sources
- directed investigations
- organization of information
- report formats, styles, and content
- critical analysis of research
- submission of a major thesis paper

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [and select the appropriate B.E.S.T. Standards package.](#)

#### 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:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

### 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.**

### GENERAL INFORMATION

**Course Number:** 1700305

**Number of Credits:** Half credit (.5)

**Course Type:** Elective Course

**Course Status:** Draft - Course Pending Approval

**Grade Level(s):** 9

**Graduation Requirement:** Electives

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Research and Critical

Thinking > **SubSubject:** General >

**Abbreviated Title:** FUNDAMENTAL RESEARCH

**Course Length:** Semester (S)

**Course Level:** 2

# Research 2 (#1700310) 2015 - 2022 (current)

## Course Standards

Name	Description
LAFS.910.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Use parallel structure.</li> <li>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> </ol> <p><b>Standard Relation to Course: Supporting</b></p>
LAFS.910.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses.</li> <li>Use a colon to introduce a list or quotation.</li> <li>Spell correctly.</li> </ol> <p><b>Standard Relation to Course: Supporting</b></p>
LAFS.910.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.RI.2.6:	<b>Determine an author's point of view or purpose in a text and analyze</b> how an author uses rhetoric to advance that point of view or purpose.
LAFS.910.RI.3.7:	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
LAFS.910.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
LAFS.910.RST.3.7:	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol> <p><b>Standard Relation to Course: Supporting</b></p>
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.910.W.1.1:	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> <li>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</li> <li>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol> <p><b>Standard Relation to Course: Supporting</b></p>
LAFS.910.W.1.2:	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> <li>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ol> <p><b>Standard Relation to Course: Supporting</b></p>

	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LAFS.910.W.1.3:	<p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p><b>Standard Relation to Course: Supporting</b></p>
LAFS.910.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.910.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LAFS.910.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").</p> <p>b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</p> <p><b>Standard Relation to Course: Supporting</b></p>
LAFS.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
SC.912.N.1.1:	<p>Define a problem based on a specific body of knowledge, for example: biology, chemistry, physics, and earth/space science, and do the following:</p> <ol style="list-style-type: none"> <li>1. Pose questions about the natural world, (Articulate the purpose of the investigation and identify the relevant scientific concepts).</li> <li>2. Conduct systematic observations, (Write procedures that are clear and replicable. Identify observables and examine relationships between test (independent) variable and outcome (dependent) variable. Employ appropriate methods for accurate and consistent observations; conduct and record measurements at appropriate levels of precision. Follow safety guidelines).</li> <li>3. Examine books and other sources of information to see what is already known,</li> <li>4. Review what is known in light of empirical evidence, (Examine whether available empirical evidence can be interpreted in terms of existing knowledge and models, and if not, modify or develop new models).</li> <li>5. Plan investigations, (Design and evaluate a scientific investigation).</li> <li>6. Use tools to gather, analyze, and interpret data (this includes the use of measurement in metric and other systems, and also the generation and interpretation of graphical representations of data, including data tables and graphs), (Collect data or evidence in an organized way. Properly use instruments, equipment, and materials (e.g., scales, probeware, meter sticks, microscopes, computers) including set-up, calibration, technique, maintenance, and storage).</li> <li>7. Pose answers, explanations, or descriptions of events,</li> <li>8. Generate explanations that explicate or describe natural phenomena (inferences),</li> <li>9. Use appropriate evidence and reasoning to justify these explanations to others,</li> <li>10. Communicate results of scientific investigations, and</li> <li>11. Evaluate the merits of the explanations produced by others.</li> </ol>
SC.912.N.1.4:	Identify sources of information and assess their reliability according to the strict standards of scientific investigation.
SC.912.N.1.5:	Describe and provide examples of how similar investigations conducted in many parts of the world result in the same outcome.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
SS.912.P.12.1:	<p>Define cognitive processes involved in understanding information.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, encoding, storage, and retrieval.</p>

## General Course Information and Notes

### GENERAL NOTES

The purpose of this course is to enable students to develop basic knowledge and skills in the research process with emphasis on determining and refining research questions.

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

- research process

- research topics
- research questions and hypotheses
- definition, analysis, and evaluation of research questions
- review of literature and other resources
- primary and secondary sources
- formulation of hypotheses
- organization of information
- report formats, styles, and content
- directed investigations -critical analysis of research

**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:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

## 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.**

## GENERAL INFORMATION

**Course Number:** 1700310

**Course Path: Section:** Grades PreK to 12 Education  
 Courses > **Grade Group:** Grades 9 to 12 and Adult  
 Education Courses > **Subject:** Research and Critical  
 Thinking > **SubSubject:** General >

**Abbreviated Title:** RESEARCH 2

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Course Approved

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

# Research 2 (#1700310) 2022 - And Beyond

## Course Standards

Name	Description
ELA.10.C.1.2:	<p>Write narratives using an appropriate pace to create tension, mood, and/or tone.</p> <p><b>Clarifications:</b> Clarification 1: See Writing Types and Narrative Techniques.</p>
ELA.10.C.1.3:	<p>Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and maintaining a formal and objective tone.</p> <p><b>Clarifications:</b> Clarification 1: See Writing Types and Elaborative Techniques. Clarification 2: The tone should be both formal and objective, relying more on argument and rhetorical appeals rather than on propaganda techniques. Use narrative techniques to strengthen writing where appropriate.</p>
ELA.10.C.1.4:	<p>Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task.</p> <p><b>Clarifications:</b> Clarification 1: See Writing Types.</p>
ELA.10.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to address the needs of a specific audience.</p>
ELA.10.C.2.1:	<p>Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.</p> <p><b>Clarifications:</b> Clarification 1: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation. Clarification 2: For further guidance, see the Secondary Oral Communication Rubric.</p>
ELA.10.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b> Clarification 1: Skills to be mastered at this grade level are as follows:  <ul style="list-style-type: none"> <li>Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> </ul>                     Skills to be implemented but not yet mastered are as follows:  <ul style="list-style-type: none"> <li>Use knowledge of usage rules to create flow in writing and presenting.</li> </ul>                     Clarification 2: See Convention Progression by Grade Level for more information.</p>
ELA.10.C.4.1:	<p>Conduct research to answer a question, refining the scope of the question to align with findings, and synthesizing information from multiple reliable and valid sources.</p> <p><b>Clarifications:</b> Clarification 1: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p>
ELA.10.C.5.1:	<p>Create digital presentations to improve understanding of findings, reasoning, and evidence.</p> <p><b>Clarifications:</b> Clarification 1: The presentation may be delivered live or delivered as a stand-alone digital experience.</p>
ELA.10.C.5.2:	<p>Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience, integrating multimedia elements.</p>
ELA.10.R.2.1:	<p>Analyze the impact of multiple text structures and the use of features in text(s).</p> <p><b>Clarifications:</b> Clarification 1: Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence. Clarification 2: Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p>
ELA.10.R.2.2:	<p>Analyze the central idea(s) of historical American speeches and essays.</p> <p><b>Analyze an author's choices in establishing and achieving purpose(s) in historical American speeches and essays.</b></p>
ELA.10.R.2.3:	<p><b>Clarifications:</b> Clarification 1: In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos. Clarification 2: See Rhetorical Appeals and Rhetorical Devices.</p>
ELA.10.R.2.4:	<p>Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends.</p> <p><b>Clarifications:</b> Clarification 1: Validity refers to the soundness of the arguments.</p>
ELA.10.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b> Clarification 1: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.</p>

Clarification 2: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by **speakers and peers**. **Students cite texts that they've directly** quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.4.1:

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

ELA.K12.EE.5.1:

Use appropriate voice and tone when speaking or writing.

**Clarifications:**

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

ELA.K12.EE.6.1:

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

MA.K12.MTR.3.1:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

MA.K12.MTR.6.1:

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

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

1. Pose questions about the natural world, (Articulate the purpose of the investigation and identify the relevant scientific concepts).
2. Conduct systematic observations, (Write procedures that are clear and replicable. Identify observables and examine relationships between test (independent) variable and outcome (dependent) variable. Employ appropriate methods for accurate and consistent



	<p>observations; conduct and record measurements at appropriate levels of precision. Follow safety guidelines).</p> <ol style="list-style-type: none"> <li>3. Examine books and other sources of information to see what is already known,</li> <li>4. Review what is known in light of empirical evidence, (Examine whether available empirical evidence can be interpreted in terms of existing knowledge and models, and if not, modify or develop new models).</li> <li>5. Plan investigations, (Design and evaluate a scientific investigation).</li> <li>6. Use tools to gather, analyze, and interpret data (this includes the use of measurement in metric and other systems, and also the generation and interpretation of graphical representations of data, including data tables and graphs), (Collect data or evidence in an organized way. Properly use instruments, equipment, and materials (e.g., scales, probeware, meter sticks, microscopes, computers) including set-up, calibration, technique, maintenance, and storage).</li> <li>7. Pose answers, explanations, or descriptions of events,</li> <li>8. Generate explanations that explicate or describe natural phenomena (inferences),</li> <li>9. Use appropriate evidence and reasoning to justify these explanations to others,</li> <li>10. Communicate results of scientific investigations, and</li> <li>11. Evaluate the merits of the explanations produced by others.</li> </ol>
SC.912.N.1.1:	
SC.912.N.1.4:	Identify sources of information and assess their reliability according to the strict standards of scientific investigation.
SC.912.N.1.5:	Describe and provide examples of how similar investigations conducted in many parts of the world result in the same outcome.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. Define cognitive processes involved in understanding information.
SS.912.P.12.1:	<p><b>Clarifications:</b> Examples may include, but are not limited to, encoding, storage, and retrieval.</p>

## General Course Information and Notes

### GENERAL NOTES

The purpose of this course is to enable students to develop basic knowledge and skills in the research process with emphasis on determining and refining research questions.

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

- research process
- research topics
- research questions and hypotheses
- definition, analysis, and evaluation of research questions
- review of literature and other resources
- primary and secondary sources
- formulation of hypotheses
- organization of information
- report formats, styles, and content
- directed investigations -critical analysis of research

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### 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: <https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

### 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.**

### GENERAL INFORMATION

**Course Number:** 1700310

**Course Path:** **Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Research and Critical Thinking > **SubSubject:** General >

**Abbreviated Title:** RESEARCH 2

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** State Board Approved

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

# Research 3 (#1700320) 2015 - 2022 (current)

## Course Standards

Name	Description
LAFS.1112.L.1.1:	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</li> </ol> <p><b>Standard Relation to Course: Supporting</b></p>
LAFS.1112.L.1.2:	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Observe hyphenation conventions.</li> <li>Spell correctly.</li> </ol> <p><b>Standard Relation to Course: Supporting</b></p>
LAFS.1112.RH.3.7:	<p>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>
LAFS.1112.RI.1.1:	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>
LAFS.1112.RI.1.2:	<p>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p>
LAFS.1112.RI.2.6:	<p><b>Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</b></p>
LAFS.1112.RI.3.7:	<p>Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>
LAFS.1112.RI.3.8:	<p>Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</p>
LAFS.1112.RST.2.6:	<p><b>Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.</b></p>
LAFS.1112.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ol> <p><b>Standard Relation to Course: Supporting</b></p>
LAFS.1112.SL.1.2:	<p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>
LAFS.1112.SL.2.4:	<p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
LAFS.1112.SL.2.5:	<p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
LAFS.1112.W.2.4:	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>
LAFS.1112.W.2.5:	<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>
LAFS.1112.W.2.6:	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>
LAFS.1112.W.3.7:	<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
LAFS.1112.W.3.8:	<p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
LAFS.1112.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").</li> <li>Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]").</li> </ol> <p><b>Standard Relation to Course: Supporting</b></p>

Write arguments focused on discipline-specific content.

LAFS.1112.WHST.1.1:

- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that **anticipates the audience’s knowledge level, concerns, values, and possible biases.**
- Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from or supports the argument presented.

**Standard Relation to Course: Supporting**

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

LAFS.1112.WHST.1.2:

- Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information **and examples appropriate to the audience’s knowledge of the topic.**
- Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

**Standard Relation to Course: Supporting**

LAFS.1112.WHST.2.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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

MAFS.K12.MP.1.1:

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

**Standard Relation to Course: Supporting**

**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.

**Standard Relation to Course: Supporting**

**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.

**Standard Relation to Course: Supporting**

**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.

**Standard Relation to Course: Supporting**

**Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper,

MAFS.K12.MP.5.1:	<p>concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p> <p><b>Standard Relation to Course: Supporting</b></p> <p><b>Attend to precision.</b></p>
MAFS.K12.MP.6.1:	<p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p> <p><b>Standard Relation to Course: Supporting</b></p> <p><b>Look for and make use of structure.</b></p>
MAFS.K12.MP.7.1:	<p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see <math>7 \times 8</math> equals the well remembered <math>7 \times 5 + 7 \times 3</math>, in preparation for learning about the distributive property. In the expression <math>x^2 + 9x + 14</math>, older students can see the 14 as <math>2 \times 7</math> and the 9 as <math>2 + 7</math>. 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 <math>5 - 3(x - y)^2</math> 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 <math>x</math> and <math>y</math>.</p> <p><b>Standard Relation to Course: Supporting</b></p> <p><b>Look for and express regularity in repeated reasoning.</b></p>
MAFS.K12.MP.8.1:	<p>Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through <math>(1, 2)</math> with slope 3, middle school students might abstract the equation <math>(y - 2)/(x - 1) = 3</math>. Noticing the regularity in the way terms cancel when expanding <math>(x - 1)(x + 1)</math>, <math>(x - 1)(x^2 + x + 1)</math>, and <math>(x - 1)(x^3 + x^2 + x + 1)</math> might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.</p> <p><b>Standard Relation to Course: Supporting</b></p>
SC.912.N.1.1:	<p>Define a problem based on a specific body of knowledge, for example: biology, chemistry, physics, and earth/space science, and do the following:</p> <ol style="list-style-type: none"> <li>1. <b>Pose questions about the natural world, (Articulate the purpose of the investigation and identify the relevant scientific concepts).</b></li> <li>2. <b>Conduct systematic observations, (Write procedures that are clear and replicable. Identify observables and examine relationships between test (independent) variable and outcome (dependent) variable. Employ appropriate methods for accurate and consistent observations; conduct and record measurements at appropriate levels of precision. Follow safety guidelines).</b></li> <li>3. <b>Examine books and other sources of information to see what is already known,</b></li> <li>4. <b>Review what is known in light of empirical evidence, (Examine whether available empirical evidence can be interpreted in terms of existing knowledge and models, and if not, modify or develop new models).</b></li> <li>5. <b>Plan investigations, (Design and evaluate a scientific investigation).</b></li> <li>6. <b>Use tools to gather, analyze, and interpret data (this includes the use of measurement in metric and other systems, and also the generation and interpretation of graphical representations of data, including data tables and graphs), (Collect data or evidence in an organized way. Properly use instruments, equipment, and materials (e.g., scales, probeware, meter sticks, microscopes, computers) including set-up, calibration, technique, maintenance, and storage).</b></li> <li>7. <b>Pose answers, explanations, or descriptions of events,</b></li> <li>8. <b>Generate explanations that explicate or describe natural phenomena (inferences),</b></li> <li>9. <b>Use appropriate evidence and reasoning to justify these explanations to others,</b></li> <li>10. <b>Communicate results of scientific investigations, and</b></li> <li>11. <b>Evaluate the merits of the explanations produced by others.</b></li> </ol>
SC.912.N.1.7:	Recognize the role of creativity in constructing scientific questions, methods and explanations.
SC.912.N.2.2:	Identify which questions can be answered through science and which questions are outside the boundaries of scientific investigation, such as questions addressed by other ways of knowing, such as art, philosophy, and religion.
SC.912.N.2.3:	Identify examples of pseudoscience (such as astrology, phrenology) in society.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
SS.912.P.12.1:	<p>Define cognitive processes involved in understanding information.</p> <p><b>Clarifications:</b> Examples may include, but are not limited to, encoding, storage, and retrieval.</p>

## General Course Information and Notes

### GENERAL NOTES

The purpose of this course is to enable students to develop proficient knowledge and skills in the research process with emphasis on appropriate research design.

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

- research process
- experimental, descriptive, and historical research
- research design and methodology
- legal and ethical issues in research
- research questions and hypotheses
- review of literature and other resources
- data collection, analysis, and statistics
- report formats, styles, and content
- investigations
- critical analysis of research

**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:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

## 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.**

## GENERAL INFORMATION

<b>Course Number:</b> 1700320	<b>Course Path:</b> Section: Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> Research and Critical Thinking > <b>SubSubject:</b> General >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> RESEARCH 3
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Course Approved	<b>Course Level:</b> 2
<b>Grade Level(s):</b> 9,10,11,12	

# Research 3 (#1700320) 2022 - And Beyond

## Course Standards

Name	Description
ELA.11.C.1.5:	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to improve clarity, structure, and style.
ELA.11.C.2.1:	Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate. <b>Clarifications:</b> Clarification 1: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. This benchmark introduces rhetorical devices to the benchmark, building on what students have learned in R.3.2 and giving them a chance to apply it. Clarification 2: For further guidance, see the Secondary Oral Communication Rubric.
ELA.11.C.3.1:	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. <b>Clarifications:</b> Clarification 1: Skills to be mastered at this grade level are as follows: <ul style="list-style-type: none"> <li>Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> Clarification 2: See Convention Progression by Grade Level for more information.
ELA.11.C.4.1:	Conduct literary research to answer a question, refining the scope of the question to align with interpretations of texts, and synthesizing information from primary and secondary sources. <b>Clarifications:</b> Clarification 1: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.
ELA.11.C.5.1:	Create digital presentations to improve the experience of the audience. <b>Clarifications:</b> Clarification 1: At this grade level, students are using multiple elements. The presentation may be delivered live or delivered as a stand-alone digital experience. The elements should be of different types. The elements should relate directly to the presentation and be incorporated in a way that engages the audience.
ELA.11.C.5.2:	Create and export quality writing tailored to a specific audience, integrating multimedia elements, publishing to an online or LAN site.
ELA.11.R.2.1:	Evaluate the structure(s) and features in texts. <b>Clarifications:</b> Clarification 1: Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence. Clarification 2: Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.
ELA.11.R.2.2:	Analyze the central idea(s) of speeches and essays from the Classical Period. <b>Clarifications:</b> Clarification 1: See Rhetorical Appeals and Rhetorical Devices.
ELA.11.R.2.3:	Analyze an author's choices in establishing and achieving purpose(s) in speeches and essays from the Classical Period.
ELA.11.R.2.4:	Compare the development of multiple arguments on the same topic, evaluating the effectiveness and validity of the claims, the authors' reasoning, and the ways in which the authors use the same information to achieve different ends. <b>Clarifications:</b> Clarification 1: Validity refers to the soundness of the arguments. Clarification 2: For more information on types of reasoning, see Types of Logical Reasoning.
ELA.11.V.1.1:	Integrate academic vocabulary appropriate to grade level in speaking and writing. <b>Clarifications:</b> Clarification 1: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence. Clarification 2: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. <b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation.

	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency.</p> <p>Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
	<p>Engage in discussions that reflect on the mathematical thinking of self and others.</p> <p>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p>



MA.K12.MTR.4.1:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

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

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

SC.912.N.1.1.1:

	11. Evaluate the merits of the explanations produced by others.
SC.912.N.1.7:	Recognize the role of creativity in constructing scientific questions, methods and explanations.
SC.912.N.2.2:	Identify which questions can be answered through science and which questions are outside the boundaries of scientific investigation, such as questions addressed by other ways of knowing, such as art, philosophy, and religion.
SC.912.N.2.3:	Identify examples of pseudoscience (such as astrology, phrenology) in society.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
	Define cognitive processes involved in understanding information.
SS.912.P.12.1:	<b>Clarifications:</b> Examples may include, but are not limited to, encoding, storage, and retrieval.

## General Course Information and Notes

### GENERAL NOTES

The purpose of this course is to enable students to develop proficient knowledge and skills in the research process with emphasis on appropriate research design.

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

- research process
- experimental, descriptive, and historical research
- research design and methodology
- legal and ethical issues in research
- research questions and hypotheses
- review of literature and other resources
- data collection, analysis, and statistics
- report formats, styles, and content
- investigations
- critical analysis of research

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### 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: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

### 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.**

### GENERAL INFORMATION

<b>Course Number:</b> 1700320	<b>Course Path:</b> Section: Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> Research and Critical Thinking > <b>SubSubject:</b> General >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> RESEARCH 3
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> State Board Approved	<b>Course Level:</b> 2
<b>Grade Level(s):</b> 9,10,11,12	

# Florida's Preinternational Baccalaureate Inquiry Skills (#1700360) 2015 - 2022 (current)

## Course Standards

Name	Description
LAFS.910.RH.3.7:	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
LAFS.910.RH.3.8:	<b>Assess the extent to which the reasoning and evidence in a text support the author's claims.</b>
LAFS.910.RH.3.9:	Compare and contrast treatments of the same topic in several primary and secondary sources.
LAFS.910.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.RI.1.2:	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.RI.2.6:	<b>Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</b>
LAFS.910.RI.3.7:	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
LAFS.910.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
LAFS.910.RST.2.6:	<b>Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.</b>
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	<b>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</b>
LAFS.910.W.1.1:	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ul style="list-style-type: none"> <li>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</li> <li>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
LAFS.910.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.910.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LAFS.910.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> <li>a. <b>Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").</b></li> <li>b. <b>Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</b></li> </ul>
LAFS.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
MAFS.K12.MP.1.1:	<b>Make sense of problems and persevere in solving them.</b>  Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems

and identify correspondences between different approaches.

**Standard Relation to Course: Supporting**

**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.

**Standard Relation to Course: Supporting**

**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.

**Standard Relation to Course: Supporting**

**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.

**Standard Relation to Course: Supporting**

**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.

**Standard Relation to Course: Supporting**

**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.

**Standard Relation to Course: Supporting**

**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  $y$ .

**Standard Relation to Course: Supporting**

**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.

**Standard Relation to Course: Supporting**

SS.912.P.11.3:

Discuss strategies for improving the encoding of memory.

SS.912.P.11.7:	Discuss strategies for improving the storage of memories.
SS.912.P.11.12:	Discuss strategies for improving the retrieval of memories.
SS.912.P.12.1:	Define cognitive processes involved in understanding information. <b>Clarifications:</b> Examples may include, but are not limited to, encoding, storage, and retrieval.
SS.912.P.12.2:	Define processes involved in problem solving and decision making. <b>Clarifications:</b> Examples may include, but are not limited to, identification, analysis, solution generation, plan, implement, and evaluate.
SS.912.P.12.5:	Describe obstacles to decision making. <b>Clarifications:</b> Examples may include, but are not limited to, confirmation bias, counterproductive heuristics, and overconfidence.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
SC.912.N.4.2:	Weigh the merits of alternative strategies for solving a specific societal problem by comparing a number of different costs and benefits, such as human, economic, and environmental.

## General Course Information and Notes

### GENERAL NOTES

**Special Note.** Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school *can have a course that it calls "pre-IB" as long as it makes it clear* that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the *course along the lines of, for example, the "Any School pre-IB course"*.

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes.

[https://ibanswers.ibo.org/app/answers/detail/a\\_id/5414/kw/pre-ib](https://ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib). **Florida's Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida's Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.**

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### 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:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

### QUALIFICATIONS

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

**Any academic coverage (any coverage classified as an academic coverage in Rules 6A-4.0101 through 6A-4.0343, Florida Administrative Code).**

### GENERAL INFORMATION

**Course Number:** 1700360

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Course Approved

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

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Research and Critical

Thinking > **SubSubject:** General >

**Abbreviated Title:** FL PRE-IB INQ SKILLS

**Course Length:** Year (Y)

**Course Attributes:**

- Honors

**Course Level:** 3



# Florida's Preinternational Baccalaureate Inquiry Skills (#1700360) 2022 - And Beyond

## Course Standards

Name	Description
ELA.9.C.1.3:	<p>Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone appropriate to the task.</p> <p><b>Clarifications:</b> Clarification 1: See Writing Types and Elaborative Techniques.</p>
ELA.9.C.1.4:	<p>Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task.</p> <p><b>Clarifications:</b> Clarification 1: See Writing Types.</p>
ELA.9.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising for clarity and cohesiveness.</p> <p>Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.</p>
ELA.9.C.2.1:	<p><b>Clarifications:</b> Clarification 1: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation. Clarification 2: For further guidance, see the Secondary Oral Communication Rubric.</p>
ELA.9.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b> Clarification 1: Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <p>Clarification 2: See Convention Progression by Grade Level.</p>
ELA.9.C.4.1:	<p>Conduct research to answer a question, drawing on multiple reliable and valid sources, and refining the scope of the question to align with findings.</p> <p><b>Clarifications:</b> Clarification 1: There is no requirement that students research the additional questions generated.</p>
ELA.9.C.5.1:	<p>Create digital presentations with coherent ideas and a clear perspective.</p> <p><b>Clarifications:</b> Clarification 1: The presentation may be delivered live or delivered as a stand-alone digital experience.</p>
ELA.9.R.2.1:	<p>Analyze how multiple text structures and/or features convey a purpose and/or meaning in texts.</p> <p><b>Clarifications:</b> Clarification 1: Students will analysis the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.  Clarification 2: Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p>
ELA.9.R.2.2:	<p>Evaluate the support an author uses to develop the central idea(s) throughout a text.</p> <p><b>Clarifications:</b> Clarification 1: In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos. Clarification 2: See Rhetorical Appeals and Rhetorical Devices.</p>
ELA.9.R.2.3:	<p>Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.</p> <p><b>Clarifications:</b> Clarification 1: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction. Clarification 2: Students will explain the appropriateness of appeals in achieving a purpose. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos. Clarification 3: See Secondary Figurative Language. Clarification 4: See Rhetorical Appeals and Rhetorical Devices.</p>
ELA.9.R.2.4:	<p>Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims.</p> <p><b>Clarifications:</b> Clarification 1: Validity refers to the soundness of the arguments.</p>
	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b></p>

ELA.9.V.1.1:	<p>Clarification 1: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.</p> <p>Clarification 2: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b>  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  4-5 Students continue with previous skills and reference comments made by <b>speakers and peers</b>. <b>Students cite texts that they've directly quoted, paraphrased, or used for information.</b> When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b>  See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b>  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b>  In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b>  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b>  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b>  Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b>  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>



Complete tasks with mathematical fluency.  
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

SS.912.P.11.3:

Discuss strategies for improving the encoding of memory.

SS.912.P.11.7:	Discuss strategies for improving the storage of memories.
SS.912.P.11.12:	Discuss strategies for improving the retrieval of memories.
SS.912.P.12.1:	Define cognitive processes involved in understanding information. <b>Clarifications:</b> Examples may include, but are not limited to, encoding, storage, and retrieval.
SS.912.P.12.2:	Define processes involved in problem solving and decision making. <b>Clarifications:</b> Examples may include, but are not limited to, identification, analysis, solution generation, plan, implement, and evaluate.
SS.912.P.12.5:	Describe obstacles to decision making. <b>Clarifications:</b> Examples may include, but are not limited to, confirmation bias, counterproductive heuristics, and overconfidence.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
SC.912.N.4.2:	Weigh the merits of alternative strategies for solving a specific societal problem by comparing a number of different costs and benefits, such as human, economic, and environmental.

## General Course Information and Notes

### GENERAL NOTES

**Special Note.** Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school *can have a course that it calls "pre-IB" as long as it makes it clear* that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the *course along the lines of, for example, the "Any School pre-IB course"*.

The IB does not recognize pre-IB courses or courses labeled IB by different school districts which are not an official part of the IBDP or IBCC curriculum. Typically, students enrolled in grade 9 or 10 are not in the IBDP or IBCC programmes.

[https://ibanswers.ibo.org/app/answers/detail/a\\_id/5414/kw/pre-ib](https://ibanswers.ibo.org/app/answers/detail/a_id/5414/kw/pre-ib). **Florida's Pre-IB courses should only be used in schools where MYP is not offered in order to prepare students to enter the IBDP. Teachers of Florida's Pre-IB courses should have undergone IB training in order to ensure seamless articulation for students within the subject area.**

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### 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:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

### QUALIFICATIONS

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

**Any academic coverage (any coverage classified as an academic coverage in Rules 6A-4.0101 through 6A-4.0343, Florida Administrative Code).**

### GENERAL INFORMATION

<b>Course Number:</b> 1700360	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> Research and Critical Thinking > <b>SubSubject:</b> General >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> FL PRE-IB INQ SKILLS
	<b>Course Length:</b> Year (Y)
	<b>Course Attributes:</b>
	<ul style="list-style-type: none"> <li>Honors</li> </ul>
<b>Course Type:</b> Elective Course	<b>Course Level:</b> 3



# Cambridge Pre-AICE Global Perspectives IGCSE Level (#1700362) 2015 - 2022 (current)

## Course Standards

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

## General Course Information and Notes

### GENERAL NOTES

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/curriculum/>.

#### 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:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

### QUALIFICATIONS

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

**Any academic coverage (any coverage classified as an academic coverage in Rules 6A-4.0101 through 6A-4.0343, Florida Administrative Code).**

## GENERAL INFORMATION

**Course Number:** 1700362

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Course Approved

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

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Research and Critical Thinking > **SubSubject:** General >

**Abbreviated Title:** PRE-AICE GLBLPERS IG

**Course Length:** Year (Y)

**Course Attributes:**

- Advanced International Certificate of Education (AICE)

**Course Level:** 3

# Cambridge Pre-AICE Global Perspectives IGCSE Level (#1700362) 2022 - And Beyond

## General Course Information and Notes

### GENERAL NOTES

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/curriculum/>.

#### 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:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

### QUALIFICATIONS

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

**Any academic coverage (any coverage classified as an academic coverage in Rules 6A-4.0101 through 6A-4.0343, Florida Administrative Code).**

### GENERAL INFORMATION

**Course Number:** 1700362

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** State Board Approved

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

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Research and Critical Thinking > **SubSubject:** General >

**Abbreviated Title:** PRE-AICE GLBLPERS IG

**Course Length:** Year (Y)

**Course Attributes:**

- Advanced International Certificate of Education (AICE)

**Course Level:** 3

# Cambridge AICE Global Perspectives and Independent Research 1 AS Level (#1700364) 2014 - And Beyond (current)

## General Course Information and Notes

### GENERAL NOTES

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/>.

### QUALIFICATIONS

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

**Any academic coverage (any coverage classified as an academic coverage in Rules 6A-4.0101 through 6A-4.0343, Florida Administrative Code).**

### GENERAL INFORMATION

**Course Number:** 1700364

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Course Approved

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

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Research and Critical Thinking > **SubSubject:** General >

**Abbreviated Title:** AICE GLBL PERSP 1 AS

**Course Length:** Year (Y)

**Course Attributes:**

- Advanced International Certificate of Education (AICE)

**Course Level:** 3

# Cambridge AICE Global Perspectives and Independent Research 2 A Level (#1700365) 2014 - And Beyond (current)

## General Course Information and Notes

### VERSION DESCRIPTION

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/>.

### QUALIFICATIONS

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

**Any academic coverage (any coverage classified as an academic coverage in Rules 6A-4.0101 through 6A-4.0343, Florida Administrative Code).**

### GENERAL INFORMATION

**Course Number:** 1700365

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Course Approved

**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Research and Critical Thinking > **SubSubject:** General >

**Abbreviated Title:** AICE GLBL PERSP 2 A

**Course Length:** Year (Y)

**Course Attributes:**

- Advanced International Certificate of Education (AICE)

**Course Level:** 3

# Critical Thinking and Study Skills (#1700370) 2015 - 2022 (current)

## Course Standards

Name	Description
LAFS.910.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LAFS.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LAFS.910.RH.2.5:	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LAFS.910.RH.3.8:	<b>Assess the extent to which the reasoning and evidence in a text support the author's claims.</b>
LAFS.910.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
LAFS.910.RI.2.6:	<b>Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</b>
LAFS.910.RI.3.7:	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
LAFS.910.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
LAFS.910.RST.1.1:	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
LAFS.910.RST.1.2:	<b>Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</b>
LAFS.910.RST.2.6:	<b>Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.</b>
LAFS.910.SL.1.1:	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol> <p><b>Standard Relation to Course: Supporting</b></p>
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.W.1.1:	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> <li>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</li> <li>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol> <p><b>Standard Relation to Course: Supporting</b></p>
LAFS.910.W.1.2:	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> <li>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ol> <p><b>Standard Relation to Course: Supporting</b></p>
LAFS.910.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)



LAFS.910.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.910.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
SS.912.P.11.3:	Discuss strategies for improving the encoding of memory.
SS.912.P.11.7:	Discuss strategies for improving the storage of memories.
SS.912.P.11.12:	Discuss strategies for improving the retrieval of memories.
	Define processes involved in problem solving and decision making.
SS.912.P.12.2:	<p><b>Clarifications:</b> Examples may include, but are not limited to, identification, analysis, solution generation, plan, implement, and evaluate.</p>
	<p><b>Make sense of problems and persevere in solving them.</b></p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p>
MAFS.K12.MP.1.1:	
	<p><b>Construct viable arguments and critique the reasoning of others.</b></p> <p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p>
MAFS.K12.MP.3.1:	
	<p><b>Attend to precision.</b></p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>
MAFS.K12.MP.6.1:	
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

This course is designed to develop skills related to critical thinking, learning and problem solving, enabling students to enhance their performance in both academic and non-academic areas. Strategies for acquiring, storing and retrieving information, time management and organizational skills, critical thinking operations and processes, strategies for oral and written communication, and problem solving skills including test taking skills are an integral part of this course.

#### 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:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

### QUALIFICATIONS

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

**Any academic coverage (any coverage classified as an academic coverage in Rules 6A-4.0101 through 6A-4.0343, Florida Administrative Code).**

### GENERAL INFORMATION

**Course Number:** 1700370

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Research and Critical Thinking > **SubSubject:** General >

**Abbreviated Title:** CRIT THINK ST SKLS

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Course Approved

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

# Critical Thinking and Study Skills (#1700370) 2022 - And Beyond

## Course Standards

Name	Description
ELA.9.C.1.3:	<p>Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone appropriate to the task.</p> <p><b>Clarifications:</b> Clarification 1: See Writing Types and Elaborative Techniques.</p>
ELA.9.C.1.4:	<p>Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task.</p> <p><b>Clarifications:</b> Clarification 1: See Writing Types.</p>
ELA.9.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising for clarity and cohesiveness.</p>
ELA.9.C.2.1:	<p>Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.</p> <p><b>Clarifications:</b> Clarification 1: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation. Clarification 2: For further guidance, see the Secondary Oral Communication Rubric.</p>
ELA.9.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b> Clarification 1: Skills to be implemented but not yet mastered are as follows: <ul style="list-style-type: none"> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> Clarification 2: See Convention Progression by Grade Level.</p>
ELA.9.C.4.1:	<p>Conduct research to answer a question, drawing on multiple reliable and valid sources, and refining the scope of the question to align with findings.</p> <p><b>Clarifications:</b> Clarification 1: There is no requirement that students research the additional questions generated.</p>
ELA.9.R.2.1:	<p>Analyze how multiple text structures and/or features convey a purpose and/or meaning in texts.</p> <p><b>Clarifications:</b> Clarification 1: Students will analyze the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.  Clarification 2: Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p>
ELA.9.R.2.2:	<p>Evaluate the support an author uses to develop the central idea(s) throughout a text.</p> <p><b>Clarifications:</b> Clarification 1: In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos. Clarification 2: See Rhetorical Appeals and Rhetorical Devices.</p>
ELA.9.R.2.3:	<p>Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.</p> <p><b>Clarifications:</b> Clarification 1: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction. Clarification 2: Students will explain the appropriateness of appeals in achieving a purpose. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.  Clarification 3: See Secondary Figurative Language. Clarification 4: See Rhetorical Appeals and Rhetorical Devices.</p>
ELA.9.R.2.4:	<p>Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims.</p> <p><b>Clarifications:</b> Clarification 1: Validity refers to the soundness of the arguments.</p>
ELA.9.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b> Clarification 1: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence. Clarification 2: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p>
	<p>Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b></p>

ELA.9.V.1.2:	<p>Clarification 1: Etymology refers to the study of word origins and the ways that words have changed over time.</p> <p>Clarification 2: Derivation refers to making new words from an existing word by adding affixes.</p>
ELA.9.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p>Clarification 1: Review of words learned in this way is critical to building background knowledge and related vocabulary.</p> <p>Clarification 2: See Context Clues and Word Relationships.</p> <p>Clarification 3: See ELA.9.R.3.1 and Secondary Figurative Language.</p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by <b>speakers and peers</b>. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b></p> <p>See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b></p> <p>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b></p> <p>In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b></p> <p>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b></p> <p>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b></p> <p>Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways.</p> <p>Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b></p> <p>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p>

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.

	<ul style="list-style-type: none"> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
SS.912.P.11.3:	Discuss strategies for improving the encoding of memory.
SS.912.P.11.7:	Discuss strategies for improving the storage of memories.
SS.912.P.11.12:	Discuss strategies for improving the retrieval of memories.
	Define processes involved in problem solving and decision making.
SS.912.P.12.2:	<p><b>Clarifications:</b> Examples may include, but are not limited to, identification, analysis, solution generation, plan, implement, and evaluate.</p>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

This course is designed to develop skills related to critical thinking, learning and problem solving, enabling students to enhance their performance in both academic and non-academic areas. Strategies for acquiring, storing and retrieving information, time management and organizational skills, critical thinking operations and processes, strategies for oral and written communication, and problem solving skills including test taking skills are an integral part of this course.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### 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:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

### QUALIFICATIONS

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

**Any academic coverage (any coverage classified as an academic coverage in Rules 6A-4.0101 through 6A-4.0343, Florida Administrative Code).**

### GENERAL INFORMATION

**Course Number:** 1700370

**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Research and Critical Thinking > **SubSubject:** General >

**Number of Credits:** Half credit (.5)

**Abbreviated Title:** CRIT THINK ST SKLS

**Course Type:** Elective Course

**Course Length:** Semester (S)

**Course Status:** State Board Approved

**Course Level:** 2

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

# Cambridge AICE Thinking Skills 1 AS Level (#1700372) 2014 - And Beyond (current)

## General Course Information and Notes

### GENERAL NOTES

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/>.

### QUALIFICATIONS

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

**Any academic coverage (any coverage classified as an academic coverage in Rules 6A-4.0101 through 6A-4.0343, Florida Administrative Code).**

### GENERAL INFORMATION

**Course Number:** 1700372

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Course Approved

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

**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Research and Critical Thinking > **SubSubject:** General >

**Abbreviated Title:** AICE THINK SKLS 1 AS

**Course Length:** Year (Y)

**Course Attributes:**

- Advanced International Certificate of Education (AICE)

**Course Level:** 3

# Cambridge AICE Thinking Skills 2 A Level (#1700374) 2014

- And Beyond (current)

## General Course Information and Notes

### GENERAL NOTES

For more information about this Cambridge course, visit <http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/>.

### QUALIFICATIONS

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

**Any academic coverage (any coverage classified as an academic coverage in Rules 6A-4.0101 through 6A-4.0343, Florida Administrative Code).**

### GENERAL INFORMATION

**Course Number:** 1700374

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Research and Critical Thinking > **SubSubject:** General >

**Number of Credits:** One (1) credit

**Abbreviated Title:** AICE THINK SKLS 2 AL

**Course Length:** Year (Y)

**Course Attributes:**

- Advanced International Certificate of Education (AICE)

**Course Type:** Elective Course

**Course Level:** 3

**Course Status:** Course Approved

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



# Career Research and Decision Making (#1700380) 2015 - 2022

(current)

## Course Standards

Name	Description
LAFS.910.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> <li>Use parallel structure.</li> <li>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> </ol> <p><b>Standard Relation to Course: Supporting</b></p>
LAFS.910.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> <li>Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses.</li> <li>Use a colon to introduce a list or quotation.</li> <li>Spell correctly.</li> </ol>
LAFS.910.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
LAFS.910.RI.2.6:	<b>Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</b>
LAFS.910.RI.3.7:	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
LAFS.910.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ol style="list-style-type: none"> <li>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol> <p><b>Standard Relation to Course: Supporting</b></p>
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.910.W.1.1:	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ol style="list-style-type: none"> <li>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</li> <li>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol> <p><b>Standard Relation to Course: Supporting</b></p>
LAFS.910.W.1.2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <ol style="list-style-type: none"> <li>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> </ol>

	f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
	<b>Standard Relation to Course: Supporting</b>
LAFS.910.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.910.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LAFS.910.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
SS.912.E.1.5:	Compare different forms of business organizations. <b>Clarifications:</b> Examples are sole proprietorship, partnership, corporation, limited liability corporation.
SS.912.E.1.13:	Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.
SS.912.E.1.14:	Compare credit, savings, and investment services available to the consumer from financial institutions.
SS.912.E.1.15:	Describe the risk and return profiles of various investment vehicles and the importance of diversification. <b>Clarifications:</b> Examples are savings accounts, certificates of deposit, stocks, bonds, mutual funds, Individual Retirement Accounts.
SS.912.E.1.16:	Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item. <b>Clarifications:</b> Examples of a career path are university student, trade school student, food service employee, retail employee, laborer, armed forces enlisted personnel. Examples of a budget plan are housing expenses, furnishing, utilities, food costs, transportation, and personal expenses - medical, clothing, grooming, entertainment and recreation, and gifts and contributions. Examples of a credit plan are interest rates, credit scores, payment plan.
SS.912.E.2.1:	Identify and explain broad economic goals. <b>Clarifications:</b> Examples are freedom, efficiency, equity, security, growth, price stability, full employment.
SS.912.E.2.8:	Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive). <b>Clarifications:</b> Examples are income, sales, social security.
SS.912.P.12.2:	Define processes involved in problem solving and decision making. <b>Clarifications:</b> Examples may include, but are not limited to, identification, analysis, solution generation, plan, implement, and evaluate.
SS.912.P.12.4:	Describe obstacles to problem solving. <b>Clarifications:</b> Examples may include, but are not limited to, fixation and functional fixedness.
SS.912.P.12.5:	Describe obstacles to decision making. <b>Clarifications:</b> Examples may include, but are not limited to, confirmation bias, counterproductive heuristics, and overconfidence.
HE.912.B.4.3:	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. <b>Clarifications:</b> Effective verbal and nonverbal communication, compromise, and conflict-resolution.
HE.912.B.5.4:	Assess whether individual or collaborative decision making is needed to make a healthy decision. <b>Clarifications:</b> Planning a post-high school career/education, purchasing the family's groceries for the week, planning the weekly menu, planning appropriate activities for siblings, community planning, Internet safety, and purchasing insurance.
HE.912.C.2.2:	Compare how peers influence healthy and unhealthy behaviors. <b>Clarifications:</b> Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.
HE.912.C.2.3:	Assess how the school and community can affect personal health practice and behaviors. <b>Clarifications:</b> Healthier foods, required health education, health screenings, and enforcement of "no tolerance" policies related to all forms of violence, and AED availability and training.
MAFS.K12.MP.1.1:	<b>Make sense of problems and persevere in solving them.</b>  Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete

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

#### **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.

#### **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.

ELD.K12.ELL.SI.1:

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

## General Course Information and Notes

### GENERAL NOTES

The purpose of this course is to develop career planning competencies, enabling students to make informed career choices and develop the skills needed to successfully plan and apply for college or a job.

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

- goal-setting and decision-making processes
- self-assessment
- sources of career information
- occupational fields and educational requirements -postsecondary education and training opportunities -writing, listening, viewing, and speaking skills for applications and interviews
- financial planning and sources of educational financial assistance
- career planning

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

1. Identify and demonstrate use of the steps of systematic goal-setting and decision-making processes.
2. Demonstrate use of techniques for self-assessment (e.g., inventories, journals, surveys, interviews) to determine personal career interests and capabilities.
3. Demonstrate use of strategies for identifying personal strengths and weaknesses and making improvements.
4. Demonstrate use of career resources to identify preferred occupational fields, career opportunities within each field, employment prospects, and education or training requirements.
5. Demonstrate appropriate writing, listening, viewing, and speaking skills needed to successfully apply for postsecondary education or work (e.g., writing a letter of application, résumé, or essay; compiling a portfolio; filling out an application; participating in an interview).
6. Understand the importance of financial planning and demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.
7. Develop a personal education and career plan.

#### **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:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

## VERSION REQUIREMENTS

These requirements include, but are not limited to, the benchmarks from the Next Generation Sunshine State Standards and Florida Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Sunshine State Standards. Other subject areas and content may be used to fulfill course requirements.

## 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.**

## GENERAL INFORMATION

**Course Number:** 1700380

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Research and Critical Thinking > **SubSubject:** General >

**Abbreviated Title:** CAR RESA & DECI MAK

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Course Approved

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

# Career Research and Decision Making (#1700380) 2022 - And

Beyond

## Course Standards

Name	Description
ELA.9.C.1.3:	<p>Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone appropriate to the task.</p> <p><b>Clarifications:</b> Clarification 1: See Writing Types and Elaborative Techniques.</p>
ELA.9.C.1.4:	<p>Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task.</p> <p><b>Clarifications:</b> Clarification 1: See Writing Types.</p>
ELA.9.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising for clarity and cohesiveness.</p>
ELA.9.C.2.1:	<p>Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.</p> <p><b>Clarifications:</b> Clarification 1: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation. Clarification 2: For further guidance, see the Secondary Oral Communication Rubric.</p>
ELA.9.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b> Clarification 1: Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <p>Clarification 2: See Convention Progression by Grade Level.</p>
ELA.9.C.4.1:	<p>Conduct research to answer a question, drawing on multiple reliable and valid sources, and refining the scope of the question to align with findings.</p> <p><b>Clarifications:</b> Clarification 1: There is no requirement that students research the additional questions generated.</p>
ELA.9.C.5.1:	<p>Create digital presentations with coherent ideas and a clear perspective.</p> <p><b>Clarifications:</b> Clarification 1: The presentation may be delivered live or delivered as a stand-alone digital experience.</p>
ELA.9.C.5.2:	<p>Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience.</p>
ELA.9.R.2.1:	<p>Analyze how multiple text structures and/or features convey a purpose and/or meaning in texts.</p> <p><b>Clarifications:</b> Clarification 1: Students will analysis the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence. Clarification 2: Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p>
ELA.9.R.2.2:	<p>Evaluate the support an author uses to develop the central idea(s) throughout a text.</p> <p><b>Clarifications:</b> Clarification 1: In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos. Clarification 2: See Rhetorical Appeals and Rhetorical Devices.</p>
ELA.9.R.2.3:	<p>Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.</p> <p><b>Clarifications:</b> Clarification 1: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction. Clarification 2: Students will explain the appropriateness of appeals in achieving a purpose. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos. Clarification 3: See Secondary Figurative Language. Clarification 4: See Rhetorical Appeals and Rhetorical Devices.</p>
ELA.9.R.2.4:	<p>Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims.</p> <p><b>Clarifications:</b> Clarification 1: Validity refers to the soundness of the arguments.</p>

Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the

	connotative and denotative meaning of words and phrases, appropriate to grade level.
ELA.9.V.1.3:	<p><b>Clarifications:</b>  Clarification 1: Review of words learned in this way is critical to building background knowledge and related vocabulary.  Clarification 2: See Context Clues and Word Relationships.  Clarification 3: See ELA.9.R.3.1 and Secondary Figurative Language.</p>
	Cite evidence to explain and justify reasoning.
ELA.K12.EE.1.1:	<p><b>Clarifications:</b>  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  4-5 Students continue with previous skills and reference comments made by <b>speakers and peers</b>. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.2.1:	<p><b>Clarifications:</b>  See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
	Make inferences to support comprehension.
ELA.K12.EE.3.1:	<p><b>Clarifications:</b>  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.4.1:	<p><b>Clarifications:</b>  In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.5.1:	<p><b>Clarifications:</b>  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	<p><b>Clarifications:</b>  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
SS.912.E.1.5:	<p>Compare different forms of business organizations.</p> <p><b>Clarifications:</b>  Examples are sole proprietorship, partnership, corporation, limited liability corporation.</p>
SS.912.E.1.13:	Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.
SS.912.E.1.14:	Compare credit, savings, and investment services available to the consumer from financial institutions.
	Describe the risk and return profiles of various investment vehicles and the importance of diversification.
SS.912.E.1.15:	<p><b>Clarifications:</b>  Examples are savings accounts, certificates of deposit, stocks, bonds, mutual funds, Individual Retirement Accounts.</p>
	Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item.
SS.912.E.1.16:	<p><b>Clarifications:</b>  Examples of a career path are university student, trade school student, food service employee, retail employee, laborer, armed forces enlisted personnel.  Examples of a budget plan are housing expenses, furnishing, utilities, food costs, transportation, and personal expenses - medical, clothing, grooming, entertainment and recreation, and gifts and contributions.  Examples of a credit plan are interest rates, credit scores, payment plan.</p>
	Identify and explain broad economic goals.
SS.912.E.2.1:	<p><b>Clarifications:</b>  Examples are freedom, efficiency, equity, security, growth, price stability, full employment.</p>
	Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive).
SS.912.E.2.8:	<p><b>Clarifications:</b>  Examples are income, sales, social security.</p>
	Define processes involved in problem solving and decision making.
SS.912.P.12.2:	<p><b>Clarifications:</b></p>

	Examples may include, but are not limited to, identification, analysis, solution generation, plan, implement, and evaluate.
SS.912.P.12.4:	Describe obstacles to problem solving. <b>Clarifications:</b> Examples may include, but are not limited to, fixation and functional fixedness.
SS.912.P.12.5:	Describe obstacles to decision making. <b>Clarifications:</b> Examples may include, but are not limited to, confirmation bias, counterproductive heuristics, and overconfidence.
MA.K12.MTR.1.1:	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency: <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> <li>Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>Decompose a complex problem into manageable parts.</li> <li>Relate previously learned concepts to new concepts.</li> </ul>

MA.K12.MTR.5.1:	<ul style="list-style-type: none"> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul>
	<p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul>
MA.K12.MTR.6.1:	<p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul>
MA.K12.MTR.7.1:	<p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
	<p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p><b>Clarifications:</b> Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p>
HE.912.B.4.3:	
	<p>Assess whether individual or collaborative decision making is needed to make a healthy decision.</p> <p><b>Clarifications:</b> Planning a post-high school career/education, purchasing the family's groceries for the week, planning the weekly menu, planning appropriate activities for siblings, community planning, Internet safety, and purchasing insurance.</p>
HE.912.B.5.4:	
	<p>Compare how peers influence healthy and unhealthy behaviors.</p> <p><b>Clarifications:</b> Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p>
HE.912.C.2.2:	
	<p>Assess how the school and community can affect personal health practice and behaviors.</p> <p><b>Clarifications:</b> Healthier foods, required health education, health screenings, and enforcement of "no tolerance" policies related to all forms of violence, and AED availability and training.</p>
HE.912.C.2.3:	
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

The purpose of this course is to develop career planning competencies, enabling students to make informed career choices and develop the skills needed to successfully plan and apply for college or a job.

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

- goal-setting and decision-making processes
- self-assessment
- sources of career information
- occupational fields and educational requirements -postsecondary education and training opportunities -writing, listening, viewing, and speaking skills for applications and interviews
- financial planning and sources of educational financial assistance
- career planning



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

1. Identify and demonstrate use of the steps of systematic goal-setting and decision-making processes.
2. Demonstrate use of techniques for self-assessment (e.g., inventories, journals, surveys, interviews) to determine personal career interests and capabilities.
3. Demonstrate use of strategies for identifying personal strengths and weaknesses and making improvements.
4. Demonstrate use of career resources to identify preferred occupational fields, career opportunities within each field, employment prospects, and education or training requirements.
5. Demonstrate appropriate writing, listening, viewing, and speaking skills needed to successfully apply for postsecondary education or work (e.g., writing a letter of application, résumé, or essay; compiling a portfolio; filling out an application; participating in an interview).
6. Understand the importance of financial planning and demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.
7. Develop a personal education and career plan.

**Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

This course includes Florida’s B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

**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:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

## VERSION REQUIREMENTS

These requirements include, but are not limited to, the benchmarks from the Next Generation Sunshine State Standards and Florida Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Sunshine State Standards. Other subject areas and content may be used to fulfill course requirements.

## 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.**

## GENERAL INFORMATION

**Course Number:** 1700380

**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Research and Critical Thinking > **SubSubject:** General >

**Abbreviated Title:** CAR RESA & DECI MAK

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** State Board Approved

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

# Advancement Via Individual Determination

## 1 (#1700390) 2020 - 2022 (current)

### Course Standards

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

### General Course Information and Notes

#### VERSION DESCRIPTION

**Major Concepts/Content:** Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction that utilizes a rigorous college-preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities, and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their academic growth. Additionally, students engage in activities centered around exploring college and career opportunities and their own agency.

Some students will have previous experience with AVID in the middle school grades, and some students will be experiencing AVID for the first time. Either way, the 9th grade AVID elective course will serve as a review of the AVID philosophy and strategies. Students will work on academic and personal goals and communication, adjusting to the high school setting. Students will increase their awareness of their personal contributions to their learning as well as their involvement in their school and community. There is an emphasis on analytical writing, focusing on personal goals and thesis writing. Students will work in collaborative settings, learning how to participate in collegial discussions and use sources to support their ideas and opinions. Students will prepare for and participate in college entrance and placement exams while refining study skills and test-taking, note-taking, and research techniques. They will take an active role in field trips and guest-speaker preparations and presentations. Their college research will include financial topics and building their knowledge of colleges and careers of interest.

#### AVID curriculum books used:

AVID College and Careers

AVID Critical Thinking and Engagement

AVID Reading for Disciplinary Literacy

AVID Secondary Implementation Resource

AVID Tutorial Guide

AVID Writing for Disciplinary Literacy

Preparing for College

#### Supplemental materials course include the following:

AVID Weekly®, Supporting Math in the AVID Elective, Write Path content-area books, focused note-taking resources, and my.avid.org Curriculum Book Webpages

#### STUDENT OUTCOMES

##### Student Agency (SA)

- Student Empowerment
- Leadership of Others

##### Rigorous Academic Preparedness (AP)

- Writing
- Inquiry
- Collaboration
- Organization
- Reading

##### Opportunity Knowledge (OK)

- Advancing College Preparedness
- Building Career Knowledge

#### STUDENT AGENCY (9.SA)

##### Student Empowerment

AV.9.SA.1.1 (a) Determine personal interest for extracurricular and community service activities within the school and community; (b) Gain awareness of extracurricular and community service activities within the school and community

AV.9.SA.1.2 Evaluate the impact of decisions on others

AV.9.SA.1.3 Explore the importance of healthy, balanced lifestyles, including aspects such as good sleeping, eating, and exercise habits

- AV.9.SA.1.4 Establish understanding of concepts and content-specific vocabulary related to personal finance
- AV.9.SA.1.5 (a) Identify characteristics of positive, healthy relationships; (b) Explore individual peer relationships and identify those that are positive and healthy
- AV.9.SA.1.6 Gain awareness of motivators that positively impact performance
- AV.9.SA.1.7 Self-monitor to diagnose areas of need (e.g., academic, personal, social-emotional)
- AV.9.SA.1.8 (a) Gain awareness of skills that increase mental flexibility; (b) Explore the relationship between grit and perseverance
- AV.9.SA.1.9 (a) Identify strategies and skills that promote self-awareness; (b) Identify individual strengths and areas of challenge related to academic skills and performance
- AV.9.SA.1.10 Determine key points from learning experiences

#### **Leadership of Others**

- AV.9.SA.2.1 Identify traits connected to personal integrity and ethics
- AV.9.SA.2.2 (a) Identify leadership opportunities and positions in the school and community; (b) Determine formal and informal leadership opportunities that could be pursued
- AV.9.SA.2.3 (a) Select tools to analyze a conflict and identify a positive solution; (b) Classify passive, assertive, and aggressive statements

#### **RIGOROUS ACADEMIC PREPAREDNESS (9.AP)**

##### **Writing**

- AV.9.AP.1.1 (a) Develop writing skills related to expository, timed, and descriptive modes of writing; (b) Plan and structure writing based on the mode (descriptive, narrative, expository, argumentative); (c) Draft initial writing
- AV.9.AP.1.2 Analyze a writing task by identifying key vocabulary and audience
- AV.9.AP.1.3 Gather and analyze feedback from peers and instructors
- AV.9.AP.1.4 (a) Edit drafts for grammar, mechanics, and spelling; (b) Analyze the organizational structure of writing
- AV.9.AP.1.5 Publish writing to a small group audience within the classroom, such as a formal written paper
- AV.9.AP.1.6 (a) Take notes with an emphasis on identifying and recording the note-taking objective and/or Essential Question; (b) Take notes with an emphasis on setting up notes, including all required components
- AV.9.AP.1.7 Summarize by pulling together the most important information related to the objective and/or Essential Question

##### **Inquiry**

- AV.9.AP.2.1 Create questions based on Costa's Levels of Thinking
- AV.9.AP.2.2 Identify misunderstood concepts or problems
- AV.9.AP.2.3 Determine the steps/process that led to a solution
- AV.9.AP.2.4 Reflect on learning to make connections between new learning and previous learning
- AV.9.AP.2.5 Reflect on learning strategies that were employed and whether those strategies were effective
- AV.9.AP.2.6 (a) Identify processes that are used; (b) Reflect on a process that was used and whether that process was effective
- AV.9.AP.2.7 Analyze a research prompt
- AV.9.AP.2.8 (a) Locate sources that are relevant to the topic and support the purpose of the research assignment; (b) Distinguish between primary and secondary sources
- AV.9.AP.2.9 Plan and structure the writing based on the research prompt
- AV.9.AP.2.10 Integrate quotations and references to texts, using proper citations
- AV.9.AP.2.11 Publish research to a small group audience within the classroom, such as a formal, written paper

##### **Collaboration**

- AV.9.AP.3.1 Establish norms and expectations around shared responsibility among group members
- AV.9.AP.3.2 Establish norms and expectations around appreciating diversity among group members
- AV.9.AP.3.3 Develop a foundational familiarity and comfort with classmates
- AV.9.AP.3.4 Identify respectful and disrespectful actions of self and others
- AV.9.AP.3.5 Check group members' level of understanding
- AV.9.AP.3.6 Utilize technology to collaborate with classmates
- AV.9.AP.3.7 (a) Apply basic understanding of effective public speaking; (b) Incorporate visual aids and/or technology when appropriate
- AV.9.AP.3.8 Describe the characteristics of effective listening, such as eye contact and mirroring
- AV.9.AP.3.9 Monitor word choice when speaking
- AV.9.AP.3.10 Identify formal and informal language registers

##### **Organization**

- AV.9.AP.4.1 (a) Begin implementing organizational tools (e.g., binders/eBinders, portfolios, or digital folders) that support academic success; (b) Create an activity log or tracking system for community extracurricular activities and hours
- AV.9.AP.4.2 (a) Explore a variety of organizational formats for calendaring/planning; (b) Determine how to use time effectively; (c) Assess complex assignments and break them into smaller tasks
- AV.9.AP.4.3 Set personal, academic, and career goals

AV.9.AP.4.4 Monitor progress toward goals

AV.9.AP.4.5 Utilize visual frameworks to organize information

### Reading

AV.9.AP.5.1 Determine the characteristics of a high-quality text in relation to the reading purpose

AV.9.AP.5.2 (a) Preview text features; (b) Identify prior knowledge that may be relevant to the reading

AV.9.AP.5.3 Assess knowledge of academic and content-specific vocabulary words

AV.9.AP.5.4 (a) Mark the text to accomplish the reading purpose; (b) Identify the key components of a text related to the reading purpose

AV.9.AP.5.5 Extend beyond the text by applying key learning

### OPPORTUNITY KNOWLEDGE (9.OK)

#### Advancing College Preparedness

AV.9.OK.1.1 Identify personal interests and skills related to future college aspirations, such as through an interest inventory

AV.9.OK.1.2 (a) Know how to determine GPA; (b) Develop familiarity with college terminology; (c) Classify the various types of colleges

AV.9.OK.1.3 Understand scholarship and the role they play in college financing

AV.9.OK.1.4 Articulate the importance of long-term academic plans as a part of goal setting and achievement

AV.9.OK.1.5 (a) Identify what is meant by match schools, reach schools, and safety schools in order to determine the best academic fit during the selection process; (b) Understand the different college entrance exams: PSAT, PreACT, SAT, ACT

#### Building Career Knowledge

AV.9.OK.2.1 Identify personal interests and skills related to future career aspirations

AV.9.OK.2.2 (a) Increase familiarity with career terminology; (b) Distinguish between jobs, careers, and career fields

AV.9.OK.2.3 (a) Establish initial knowledge around the characteristics that contribute to academic, social, and financial fit ; (b) Explore the net cost of attending college to inform decisions and budget plans

AV.9.OK.2.4 Request assistance in selecting career elective courses and pathways that match interests and goals

## GENERAL NOTES

**Special Note:** Skills acquired in this course will be implemented by the student across the curriculum. Advancement Via Individual Determination 1 (AVID 1) is a rigorous course offered by AVID Center, and content must be provided as specified by AVID Center. Students who are successful in this course will be on the appropriate pathway to success in AVID 2, 3 and 4. Teachers must receive training from AVID Center to teach this course.

Trained AVID Elective teachers may visit [www.avid.org](http://www.avid.org), and log into their MyAVID account using their AVID username and password; then follow [https://my.avid.org/file\\_sharing/default.aspx?id=24544](https://my.avid.org/file_sharing/default.aspx?id=24544) to access the AVID Weeks at a Glance curriculum and resources for grades 6-12.

#### 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:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

## VERSION REQUIREMENTS

These requirements include, but are not limited to, the Florida Standards that are most relevant to this course. Standards correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Florida Standards. Other subject areas and content may be used to fulfill course requirements. This course includes an agreement related to minimum standards for behavior, attendance, and participation.

## 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.**

## GENERAL INFORMATION

**Course Path: Section:** Grades PreK to 12 Education

**Course Number:** 1700390

Courses > **Grade Group:** Grades 9 to 12 and Adult  
Education Courses > **Subject:** Research and Critical  
Thinking > **SubSubject:** General >

**Abbreviated Title:** AVID 1

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 9

# Advancement Via Individual Determination

## 1 (#1700390) 2022 - And Beyond

### Course Standards

Name	Description
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li><b>Develop students' ability to analyze and problem solve.</b></li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li><b>Develop students' ability to justify methods and compare their responses to the responses of their peers.</b></li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> </ul>

MA.K12.MTR.5.1:	<ul style="list-style-type: none"> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they</p>

	must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	<b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

**Major Concepts/Content:** Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction that utilizes a rigorous college-preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities, and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their academic growth. Additionally, students engage in activities centered around exploring college and career opportunities and their own agency.

Some students will have previous experience with AVID in the middle school grades, and some students will be experiencing AVID for the first time. Either way, the 9th grade AVID elective course will service as a review of the AVID philosophy and strategies. Students will work on academic and personal goals and communication, adjusting to the high school setting. Students will increase their awareness of their personal contributions to their learning as well as their involvement in their school and community. There is an emphasis on analytical writing, focusing on personal goals and thesis writing. Students will work in collaborative settings, learning how to participate in collegial discussions and use sources to support their ideas and opinions. Students will prepare for and participate in college entrance and placement exams while refining study skills and test-taking, note-taking, and research techniques. They will take an active role in field trips and guest-speaker preparations and presentations. Their college research will include financial topics and building their knowledge of colleges and careers of interest.

#### AVID curriculum books used:

AVID College and Careers

AVID Critical Thinking and Engagement

AVID Reading for Disciplinary Literacy

AVID Secondary Implementation Resource

AVID Tutorial Guide

AVID Writing for Disciplinary Literacy

Preparing for College

#### Supplemental materials course include the following:

AVID Weekly®, Supporting Math in the AVID Elective, Write Path content-area books, focused note-taking resources, and my.avid.org Curriculum Book Webpages

### STUDENT OUTCOMES

#### Student Agency (SA)

- Student Empowerment
- Leadership of Others

#### Rigorous Academic Preparedness (AP)

- Writing
- Inquiry
- Collaboration
- Organization
- Reading

#### Opportunity Knowledge (OK)

- Advancing College Preparedness
- Building Career Knowledge

### STUDENT AGENCY (9.SA)

#### Student Empowerment

AV.9.SA.1.1 (a) Determine personal interest for extracurricular and community service activities within the school and community; (b) Gain awareness of extracurricular and community service activities within the school and community

AV.9.SA.1.2 Evaluate the impact of decisions on others

AV.9.SA.1.3 Explore the importance of healthy, balanced lifestyles, including aspects such as good sleeping, eating, and exercise habits

AV.9.SA.1.4 Establish understanding of concepts and content-specific vocabulary related to personal finance

AV.9.SA.1.5 (a) Identify characteristics of positive, healthy relationships; (b) Explore individual peer relationships and identify those that are positive and healthy

AV.9.SA.1.6 Gain awareness of motivators that positively impact performance

AV.9.SA.1.7 Self-monitor to diagnose areas of need (e.g., academic, personal, social-emotional)

AV.9.SA.1.8 (a) Gain awareness of skills that increase mental flexibility; (b) Explore the relationship between grit and perseverance



AV.9.SA.1.9 (a) Identify strategies and skills that promote self-awareness; (b) Identify individual strengths and areas of challenge related to academic skills and performance

AV.9.SA.1.10 Determine key points from learning experiences

#### **Leadership of Others**

AV.9.SA.2.1 Identify traits connected to personal integrity and ethics

AV.9.SA.2.2 (a) Identify leadership opportunities and positions in the school and community; (b) Determine formal and informal leadership opportunities that could be pursued

AV.9.SA.2.3 (a) Select tools to analyze a conflict and identify a positive solution; (b) Classify passive, assertive, and aggressive statements

#### **RIGOROUS ACADEMIC PREPAREDNESS (9.AP)**

##### **Writing**

AV.9.AP.1.1 (a) Develop writing skills related to expository, timed, and descriptive modes of writing; (b) Plan and structure writing based on the mode (descriptive, narrative, expository, argumentative); (c) Draft initial writing

AV.9.AP.1.2 Analyze a writing task by identifying key vocabulary and audience

AV.9.AP.1.3 Gather and analyze feedback from peers and instructors

AV.9.AP.1.4 (a) Edit drafts for grammar, mechanics, and spelling; (b) Analyze the organizational structure of writing

AV.9.AP.1.5 Publish writing to a small group audience within the classroom, such as a formal written paper

AV.9.AP.1.6 (a) Take notes with an emphasis on identifying and recording the note-taking objective and/or Essential Question; (b) Take notes with an emphasis on setting up notes, including all required components

AV.9.AP.1.7 Summarize by pulling together the most important information related to the objective and/or Essential Question

##### **Inquiry**

AV.9.AP.2.1 Create questions based on Costa's Levels of Thinking

AV.9.AP.2.2 Identify misunderstood concepts or problems

AV.9.AP.2.3 Determine the steps/process that led to a solution

AV.9.AP.2.4 Reflect on learning to make connections between new learning and previous learning

AV.9.AP.2.5 Reflect on learning strategies that were employed and whether those strategies were effective

AV.9.AP.2.6 (a) Identify processes that are used; (b) Reflect on a process that was used and whether that process was effective

AV.9.AP.2.7 Analyze a research prompt

AV.9.AP.2.8 (a) Locate sources that are relevant to the topic and support the purpose of the research assignment; (b) Distinguish between primary and secondary sources

AV.9.AP.2.9 Plan and structure the writing based on the research prompt

AV.9.AP.2.10 Integrate quotations and references to texts, using proper citations

AV.9.AP.2.11 Publish research to a small group audience within the classroom, such as a formal, written paper

##### **Collaboration**

AV.9.AP.3.1 Establish norms and expectations around shared responsibility among group members

AV.9.AP.3.2 Establish norms and expectations around appreciating diversity among group members

AV.9.AP.3.3 Develop a foundational familiarity and comfort with classmates

AV.9.AP.3.4 Identify respectful and disrespectful actions of self and others

AV.9.AP.3.5 Check group members' level of understanding

AV.9.AP.3.6 Utilize technology to collaborate with classmates

AV.9.AP.3.7 (a) Apply basic understanding of effective public speaking; (b) Incorporate visual aids and/or technology when appropriate

AV.9.AP.3.8 Describe the characteristics of effective listening, such as eye contact and mirroring

AV.9.AP.3.9 Monitor word choice when speaking

AV.9.AP.3.10 Identify formal and informal language registers

##### **Organization**

AV.9.AP.4.1 (a) Begin implementing organizational tools (e.g., binders/eBinders, portfolios, or digital folders) that support academic success; (b) Create an activity log or tracking system for community extracurricular activities and hours

AV.9.AP.4.2 (a) Explore a variety of organizational formats for calendaring/planning; (b) Determine how to use time effectively; (c) Assess complex assignments and break them into smaller tasks

AV.9.AP.4.3 Set personal, academic, and career goals

AV.9.AP.4.4 Monitor progress toward goals

AV.9.AP.4.5 Utilize visual frameworks to organize information

##### **Reading**

AV.9.AP.5.1 Determine the characteristics of a high-quality text in relation to the reading purpose

AV.9.AP.5.2 (a) Preview text features; (b) Identify prior knowledge that may be relevant to the reading

AV.9.AP.5.3 Assess knowledge of academic and content-specific vocabulary words

AV.9.AP.5.4 (a) Mark the text to accomplish the reading purpose; (b) Identify the key components of a text related to the reading purpose

AV.9.AP.5.5 Extend beyond the text by applying key learning

#### OPPORTUNITY KNOWLEDGE (9.OK)

##### Advancing College Preparedness

AV.9.OK.1.1 Identify personal interests and skills related to future college aspirations, such as through an interest inventory

AV.9.OK.1.2 (a) Know how to determine GPA; (b) Develop familiarity with college terminology; (c) Classify the various types of colleges

AV.9.OK.1.3 Understand scholarship and the role they play in college financing

AV.9.OK.1.4 Articulate the importance of long-term academic plans as a part of goal setting and achievement

AV.9.OK.1.5 (a) Identify what is meant by match schools, reach schools, and safety schools in order to determine the best academic fit during the selection process;

(b) Understand the different college entrance exams: PSAT, PreACT, SAT, ACT

##### Building Career Knowledge

AV.9.OK.2.1 Identify personal interests and skills related to future career aspirations

AV.9.OK.2.2 (a) Increase familiarity with career terminology; (b) Distinguish between jobs, careers, and career fields

AV.9.OK.2.3 (a) Establish initial knowledge around the characteristics that contribute to academic, social, and financial fit ; (b) Explore the net cost of attending college to inform decisions and budget plans

AV.9.OK.2.4 Request assistance in selecting career elective courses and pathways that match interests and goals

## GENERAL NOTES

**Special Note:** Skills acquired in this course will be implemented by the student across the curriculum. Advancement Via Individual Determination 1 (AVID 1) is a rigorous course offered by AVID Center, and content must be provided as specified by AVID Center. Students who are successful in this course will be on the appropriate pathway to success in AVID 2, 3 and 4. Teachers must receive training from AVID Center to teach this course.

Trained AVID Elective teachers may visit [www.avid.org](http://www.avid.org), and log into their MyAVID account using their AVID username and password; then follow [https://my.avid.org/file\\_sharing/default.aspx?id=24544](https://my.avid.org/file_sharing/default.aspx?id=24544) to access the AVID Weeks at a Glance curriculum and resources for grades 6-12.

##### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

##### 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:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

## VERSION REQUIREMENTS

These requirements include, but are not limited to, the Florida Standards that are most relevant to this course. Standards correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Florida Standards. Other subject areas and content may be used to fulfill course requirements. This course includes an agreement related to minimum standards for behavior, attendance, and participation.

## 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.**

## GENERAL INFORMATION

**Course Number:** 1700390

**Course Path:** **Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 9 to 12 and Adult  
Education Courses > **Subject:** Research and Critical  
Thinking > **SubSubject:** General >

**Abbreviated Title:** AVID 1

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** State Board Approved

**Grade Level(s):** 9

# Advancement Via Individual Determination 2 (#1700400) 2020 - 2022 (current)

## Course Standards

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

## General Course Information and Notes

### VERSION DESCRIPTION

**Major Concepts/Content:** Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction that utilizes a rigorous college-preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities, and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their academic growth. Additionally, students engage in activities centered around exploring college and career opportunities and their own agency.

During the 10th grade AVID elective course, students will refine the AVID strategies to meet their independent needs and learning styles. Students will continue to refine and adjust their academic learning plans and goals, increasing awareness of their actions and behaviors. As students increase their rigorous course load and school/community involvement, they will refine their time-management and study skills accordingly. Students will expand their writing portfolio to include analyzing prompts, supporting arguments and claims, character analysis, and detailed reflections. Students will also analyze various documents in order to participate in collaborative discussions and develop leadership skills in those settings. Students will expand their vocabulary use, continuing to prepare for college entrance exams. Text analysis will focus on specific strategies to understand complex texts. Lastly, students will narrow down their colleges and careers of interest based on their personal interests and goals.

#### AVID curriculum books used:

AVID College and Careers

AVID Critical Thinking and Engagement

AVID Reading for Disciplinary Literacy

AVID Secondary Implementation Resource

AVID Tutorial Guide

AVID Writing for Disciplinary Literacy

Preparing for College

#### Supplemental materials course include the following:

AVID Weekly®, Supporting Math in the AVID Elective, Write Path content-area books, focused note-taking resources, and my.avid.org Curriculum Book Webpages

### STUDENT OUTCOMES

#### Student Agency (SA)

- Student Empowerment
- Leadership of Others

#### Rigorous Academic Preparedness (AP)

- Writing
- Inquiry
- Collaboration
- Organization
- Reading

#### Opportunity Knowledge (OK)

- Advancing College Preparedness
- Building Career Knowledge

#### STUDENT AGENCY (10.SA)

##### Student Empowerment

AV.10.SA.1.1 Explore and experience extracurricular and community service activities within the school and community

AV.10.SA.1.2 Evaluate the impact of decisions on the environment

AV.10.SA.1.3 (a) Identify activities that assist with self-care and healthy habits; (b) Identify areas that need attention and develop goals to address those areas

AV.10.SA.1.4 Increase awareness and apply basic concepts of budgeting, spending, and making responsible financial decisions

AV.10.SA.1.5Develop a support network that includes peers and adults for academic and future success

AV.10.SA.1.6Explore how individual motivators and self-monitoring of motivation impact academic performance

AV.10.SA.1.7Seek help related to areas of need

AV.10.SA.1.8Determine personal levels of grit and perseverance in relation to growth mindset

AV.10.SA.1.9Establish self-awareness strategies and skills, including SLANT (Sit with proper posture, Lean forward and listen, Ask pertinent questions, Nod your head "yes" or "no," Talk to your teachers)

AV.10.SA.1.10 Make connections between key learning points and new contexts

#### **Leadership of Others**

AV.10.SA.2.1Identify traits connected to responsibility, integrity and ethical interactions with others

AV.10.SA.2.1Pursue leadership opportunities across the school

AV.10.SA.2.1 (a) Identify personal conflict-management style; (b) Transform passive and aggressive statements into constructive, assertive statements

#### **RIGOROUS ACADEMIC PREPAREDNESS (10.AP)**

##### **Writing**

AV.10.AP.1.1 (a) Develop writing skills related to the argumentative mode of writing; (b) Generate multiple ideas that support, explain, or enhance the writing topic or theme; (c) Compose first drafts using ideas and information gathered during pre-writing

AV.10.AP.1.2 Analyze a writing task to determine the purpose, format/style, and audience

AV.10.AP.1.3 Write multiple drafts with increasing depth based on feedback and observations

AV.10.AP.1.4 Analyze and edit sentence structure to create interest and complexity

AV.10.AP.1.5 Publish writing to entire class, such as an oral presentation

AV.10.AP.1.6 (a) Take notes with an emphasis on recording main ideas and important information; (b) Take notes with an emphasis on condensing information by using abbreviations/symbols/paraphrasing

AV.10.AP.1.7 Summarize by pulling together the most important information and personal connections related to the objective and/or Essential Question

##### **Inquiry**

AV.10.AP.2.1 Develop inquiry skills through focused observations and analyses

AV.10.AP.2.2 Identify the specific point of confusion related to a misunderstood concept or problem

AV.10.AP.2.3 Determine whether similar problems could be solved using the same steps/process

AV.10.AP.2.4 Reflect on learning to make connections between new learning and previous experience

AV.10.AP.2.5 Reflect on learning strategies that were employed, and whether those learning strategies were effective, and how methods could be adjusted in the future

AV.10.AP.2.6 Reflect on a process that was used, whether that process was effective, and how methods could be adjusted in the future

AV.10.AP.2.7 Brainstorm ideas for research topics to address a research prompt

AV.10.AP.2.8 Determine the relevance, validity, and reliability of information found within sources

AV.10.AP.2.9 Organize information, sources, and data that support the research prompt

AV.10.AP.2.10 Integrate quotations to support claims, citing locations and referenced for texts

AV.10.AP.2.11 Publish research to entire class, such as an oral presentation

##### **Collaboration**

AV.10.AP.3.1 Hold self and peers accountable for following group norms about shared responsibility

AV.10.AP.3.2 Summarize points of agreement and disagreement from varying perspectives

AV.10.AP.3.3 Deepen relational capacity with classmates through effective conflict management

AV.10.AP.3.4 Establish norms and expectations around respectful interactions among group members

AV.10.AP.3.5 Ask clarifying questions to group members to facilitate understanding

AV.10.AP.3.6 Utilize technology to collaborate with classmates and community members

AV.10.AP.3.7 (a) Distinguish between effective and ineffective language during interactions; (b) Refine usage of nonverbal communication when speaking, including body language and eye contact

AV.10.AP.3.8 Demonstrate active listening skills during academic conversations

AV.10.AP.3.9 Utilize academic vocabulary when communicating

AV.10.AP.3.10 Speak effectively before small groups of peers

##### **Organization**

AV.10.AP.4.1 (a) Refine usage of organizational tools (e.g., binders/eBinders, portfolios, or digital folders) and systems that support academic success; (b) Maintain an activity log or tracking system for community extracurricular activities and hours

AV.10.AP.4.2 (a) Utilize an organizational tool to record obligations and constraints on time;  
(b) Demonstrate the process of backward mapping

AV.10.AP.4.3 Identify the steps necessary to accomplish goals

AV.10.AP.4.4 Identify reasons for why progress is or isn't being made toward accomplishing goals

AV.10.AP.4.5 Apply visual frameworks to organize language and comprehend key concepts

### Reading

AV.10.AP.5.1 Assess whether a text is appropriate according to the reading purpose

AV.10.AP.5.2 (a) Make predictions about the text using text features; (b) Assess relevant prior knowledge and identify gaps

AV.10.AP.5.3 Utilize tools to deepen understanding of vocabulary

AV.10.AP.5.4 Mark the text to accomplish the reading purpose through the lens of a content expert

AV.10.AP.5.5 Extend beyond the text by evaluating and synthesizing key learning

### OPPORTUNITY KNOWLEDGE (10.OK)

#### Advancing College Preparedness

AV.10.OK.1.1 Define key personal attributes for academic, social, and financial fit related to college selection

AV.10.OK.1.2 (a) Explore the significance of GPA at different stages of the academic journey; (b) Explore college options and terminology; (c) Classify the various types of colleges

AV.10.OK.1.3 Evaluate personal level of readiness for scholarship eligibility

AV.10.OK.1.4 (a) Reflect on how academic plans and course completion support progress toward desired major; (b) Determine which courses or opportunities align with college goals and plans; (c) Explore campus-, district-, or community-based opportunities to earn college credit in high school (dual credit, online learning, etc.)

AV.10.OK.1.5(a) Explore match schools, reach schools, and safety schools in order to determine the best academic fit during the selection process; (b) Prepare for college entrance exams

#### Building Career Knowledge

AV.10.OK.2.1 Define key personal attributes for academic, social, and financial fit related to career selection

AV.10.OK.2.2 Explore career fields and career pathways, including what resources and opportunities are available locally

AV.10.OK.2.3 Investigate best-fit career fields based on academic, social, and financial fit

AV.10.OK.2.4 Reflect on how academic plans and course completion support progress toward desired career field

## GENERAL NOTES

**Special Note:** Skills acquired in this course will be implemented by the student across the curriculum. Advancement Via Individual Determination 2 (AVID 2) is a rigorous course offered by AVID Center, and content must be provided as specified by AVID Center. Students who are successful in this course will be on the appropriate pathway to success in AVID 3 and 4. Teachers must receive training from AVID Center to teach this course.

Trained AVID Elective teachers may visit [www.avid.org](http://www.avid.org), and log into their MyAVID account using their AVID username and password; then follow [https://my.avid.org/file\\_sharing/default.aspx?id=24544](https://my.avid.org/file_sharing/default.aspx?id=24544) to access the AVID Weeks at a Glance curriculum and resources for grades 6-12.

#### 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:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

## VERSION REQUIREMENTS

These requirements include, but are not limited to, the Florida Standards that are most relevant to this course. Standards correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Florida Standards. Other subject areas and content may be used to fulfill course requirements. This course includes an agreement related to minimum standards for behavior, attendance, and participation.

## 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.**

## GENERAL INFORMATION

**Course Path: Section:** Grades PreK to 12 Education

**Course Number:** 1700400

Courses > **Grade Group:** Grades 9 to 12 and Adult  
Education Courses > **Subject:** Research and Critical  
Thinking > **SubSubject:** General >

**Abbreviated Title:** AVID 2

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 10

# Advancement Via Individual Determination 2 (#1700400) 2022 - And Beyond

## Course Standards

Name	Description
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li><b>Develop students' ability to analyze and problem solve.</b></li> <li><b>Recognize students' effort when solving challenging problems.</b></li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li><b>Develop students' ability to justify methods and compare their responses to the responses of their peers.</b></li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> </ul>



MA.K12.MTR.5.1:	<ul style="list-style-type: none"> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they</p>

	must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	<b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

**Major Concepts/Content:** Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction that utilizes a rigorous college-preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities, and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their academic growth. Additionally, students engage in activities centered around exploring college and career opportunities and their own agency.

During the 10th grade AVID elective course, students will refine the AVID strategies to meet their independent needs and learning styles. Students will continue to refine and adjust their academic learning plans and goals, increasing awareness of their actions and behaviors. As students increase their rigorous course load and school/community involvement, they will refine their time-management and study skills accordingly. Students will expand their writing portfolio to include analyzing prompts, supporting arguments and claims, character analysis, and detailed reflections. Students will also analyze various documents in order to participate in collaborative discussions and develop leadership skills in those settings. Students will expand their vocabulary use, continuing to prepare for college entrance exams. Text analysis will focus on specific strategies to understand complex texts. Lastly, students will narrow down their colleges and careers of interest based on their personal interests and goals.

#### AVID curriculum books used:

AVID College and Careers

AVID Critical Thinking and Engagement

AVID Reading for Disciplinary Literacy

AVID Secondary Implementation Resource

AVID Tutorial Guide

AVID Writing for Disciplinary Literacy

Preparing for College

#### Supplemental materials course include the following:

AVID Weekly®, Supporting Math in the AVID Elective, Write Path content-area books, focused note-taking resources, and my.avid.org Curriculum Book Webpages

### STUDENT OUTCOMES

#### Student Agency (SA)

- Student Empowerment
- Leadership of Others

#### Rigorous Academic Preparedness (AP)

- Writing
- Inquiry
- Collaboration
- Organization
- Reading

#### Opportunity Knowledge (OK)

- Advancing College Preparedness
- Building Career Knowledge

### STUDENT AGENCY (10.SA)

#### Student Empowerment

AV.10.SA.1.1 Explore and experience extracurricular and community service activities within the school and community

AV.10.SA.1.2 Evaluate the impact of decisions on the environment

AV.10.SA.1.3 (a) Identify activities that assist with self-care and healthy habits; (b) Identify areas that need attention and develop goals to address those areas

AV.10.SA.1.4 Increase awareness and apply basic concepts of budgeting, spending, and making responsible financial decisions

AV.10.SA.1.5 Develop a support network that includes peers and adults for academic and future success

AV.10.SA.1.6 Explore how individual motivators and self-monitoring of motivation impact academic performance

AV.10.SA.1.7 Seek help related to areas of need

AV.10.SA.1.8 Determine personal levels of grit and perseverance in relation to growth mindset

AV.10.SA.1.9 Establish self-awareness strategies and skills, including SLANT (Sit with proper posture, Lean forward and listen, Ask pertinent questions, Nod your head "yes" or

"no," Talk to your teachers)

AV.10.SA.1.10 Make connections between key learning points and new contexts

#### **Leadership of Others**

AV.10.SA.2.1 Identify traits connected to responsibility, integrity and ethical interactions with others

AV.10.SA.2.1 Pursue leadership opportunities across the school

AV.10.SA.2.1 (a) Identify personal conflict-management style; (b) Transform passive and aggressive statements into constructive, assertive statements

#### **RIGOROUS ACADEMIC PREPAREDNESS (10.AP)**

##### **Writing**

AV.10.AP.1.1 (a) Develop writing skills related to the argumentative mode of writing; (b) Generate multiple ideas that support, explain, or enhance the writing topic or theme; (c) Compose first drafts using ideas and information gathered during pre-writing

AV.10.AP.1.2 Analyze a writing task to determine the purpose, format/style, and audience

AV.10.AP.1.3 Write multiple drafts with increasing depth based on feedback and observations

AV.10.AP.1.4 Analyze and edit sentence structure to create interest and complexity

AV.10.AP.1.5 Publish writing to entire class, such as an oral presentation

AV.10.AP.1.6 (a) Take notes with an emphasis on recording main ideas and important information; (b) Take notes with an emphasis on condensing information by using abbreviations/symbols/paraphrasing

AV.10.AP.1.7 Summarize by pulling together the most important information and personal connections related to the objective and/or Essential Question

##### **Inquiry**

AV.10.AP.2.1 Develop inquiry skills through focused observations and analyses

AV.10.AP.2.2 Identify the specific point of confusion related to a misunderstood concept or problem

AV.10.AP.2.3 Determine whether similar problems could be solved using the same steps/process

AV.10.AP.2.4 Reflect on learning to make connections between new learning and previous experience

AV.10.AP.2.5 Reflect on learning strategies that were employed, and whether those learning strategies were effective, and how methods could be adjusted in the future

AV.10.AP.2.6 Reflect on a process that was used, whether that process was effective, and how methods could be adjusted in the future

AV.10.AP.2.7 Brainstorm ideas for research topics to address a research prompt

AV.10.AP.2.8 Determine the relevance, validity, and reliability of information found within sources

AV.10.AP.2.9 Organize information, sources, and data that support the research prompt

AV.10.AP.2.10 Integrate quotations to support claims, citing locations and referenced for texts

AV.10.AP.2.11 Publish research to entire class, such as an oral presentation

##### **Collaboration**

AV.10.AP.3.1 Hold self and peers accountable for following group norms about shared responsibility

AV.10.AP.3.2 Summarize points of agreement and disagreement from varying perspectives

AV.10.AP.3.3 Deepen relational capacity with classmates through effective conflict management

AV.10.AP.3.4 Establish norms and expectations around respectful interactions among group members

AV.10.AP.3.5 Ask clarifying questions to group members to facilitate understanding

AV.10.AP.3.6 Utilize technology to collaborate with classmates and community members

AV.10.AP.3.7 (a) Distinguish between effective and ineffective language during interactions; (b) Refine usage of nonverbal communication when speaking, including body language and eye contact

AV.10.AP.3.8 Demonstrate active listening skills during academic conversations

AV.10.AP.3.9 Utilize academic vocabulary when communicating

AV.10.AP.3.10 Speak effectively before small groups of peers

##### **Organization**

AV.10.AP.4.1 (a) Refine usage of organizational tools (e.g., binders/eBinders, portfolios, or digital folders) and systems that support academic success; (b) Maintain an activity log or tracking system for community extracurricular activities and hours

AV.10.AP.4.2 (a) Utilize an organizational tool to record obligations and constraints on time;  
(b) Demonstrate the process of backward mapping

AV.10.AP.4.3 Identify the steps necessary to accomplish goals

AV.10.AP.4.4 Identify reasons for why progress is or isn't being made toward accomplishing goals

AV.10.AP.4.5 Apply visual frameworks to organize language and comprehend key concepts

##### **Reading**

AV.10.AP.5.1 Assess whether a text is appropriate according to the reading purpose

AV.10.AP.5.2 (a) Make predictions about the text using text features; (b) Assess relevant prior knowledge and identify gaps

AV.10.AP.5.3 Utilize tools to deepen understanding of vocabulary

AV.10.AP.5.4 Mark the text to accomplish the reading purpose through the lens of a content expert

AV.10.AP.5.5 Extend beyond the text by evaluating and synthesizing key learning

#### OPPORTUNITY KNOWLEDGE (10.OK)

##### Advancing College Preparedness

AV.10.OK.1.1 Define key personal attributes for academic, social, and financial fit related to college selection

AV.10.OK.1.2 (a) Explore the significance of GPA at different stages of the academic journey; (b) Explore college options and terminology; (c) Classify the various types of colleges

AV.10.OK.1.3 Evaluate personal level of readiness for scholarship eligibility

AV.10.OK.1.4 (a) Reflect on how academic plans and course completion support progress toward desired major; (b) Determine which courses or opportunities align with college goals and plans; (c) Explore campus-, district-, or community-based opportunities to earn college credit in high school (dual credit, online learning, etc.)

AV.10.OK.1.5(a) Explore match schools, reach schools, and safety schools in order to determine the best academic fit during the selection process; (b) Prepare for college entrance exams

##### Building Career Knowledge

AV.10.OK.2.1 Define key personal attributes for academic, social, and financial fit related to career selection

AV.10.OK.2.2 Explore career fields and career pathways, including what resources and opportunities are available locally

AV.10.OK.2.3 Investigate best-fit career fields based on academic, social, and financial fit

AV.10.OK.2.4 Reflect on how academic plans and course completion support progress toward desired career field

## GENERAL NOTES

**Special Note:** Skills acquired in this course will be implemented by the student across the curriculum. Advancement Via Individual Determination 2 (AVID 2) is a rigorous course offered by AVID Center, and content must be provided as specified by AVID Center. Students who are successful in this course will be on the appropriate pathway to success in AVID 3 and 4. Teachers must receive training from AVID Center to teach this course.

Trained AVID Elective teachers may visit [www.avid.org](http://www.avid.org), and log into their MyAVID account using their AVID username and password; then follow [https://my.avid.org/file\\_sharing/default.aspx?id=24544](https://my.avid.org/file_sharing/default.aspx?id=24544) to access the AVID Weeks at a Glance curriculum and resources for grades 6-12.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### 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: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

## VERSION REQUIREMENTS

These requirements include, but are not limited to, the Florida Standards that are most relevant to this course. Standards correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Florida Standards. Other subject areas and content may be used to fulfill course requirements. This course includes an agreement related to minimum standards for behavior, attendance, and participation.

## 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.**

## GENERAL INFORMATION

Course Number: 1700400

Course Path: Section: Grades PreK to 12 Education  
Courses > Grade Group: Grades 9 to 12 and Adult  
Education Courses > Subject: Research and Critical  
Thinking > SubSubject: General >

**Abbreviated Title:** AVID 2

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** State Board Approved

**Grade Level(s):** 10

# Advancement Via Individual Determination

## 3 (#1700410) 2020 - 2022 (current)

### Course Standards

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

### General Course Information and Notes

#### VERSION DESCRIPTION

**Major Concepts/Content:** Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction that utilizes a rigorous college-preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities, and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their academic growth. Additionally, students engage in activities centered around exploring college and career opportunities and their own agency.

The 11th grade AVID elective course is the first part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. In addition to the academic focus of the AVID seminar, there are college-bound activities, methodologies, and tasks that should be undertaken during the junior year to support students when they apply to four-year universities and confirm their postsecondary plans.

#### AVID curriculum books used:

AVID College and Careers

AVID College Readiness: Working with Sources

AVID Critical Thinking and Engagement

AVID Reading for Disciplinary Literacy

AVID Secondary Implementation Resource

AVID Tutorial Guide

AVID Writing for Disciplinary Literacy

Preparing for College

#### Supplemental materials course include the following:

AVID Weekly®, Supporting Math in the AVID Elective, Write Path content-area books, focused note-taking resources, and my.avid.org Curriculum Book Webpages

#### STUDENT OUTCOMES

##### Student Agency (SA)

- Student Empowerment
- Leadership of Others

##### Rigorous Academic Preparedness (AP)

- Writing
- Inquiry
- Collaboration
- Organization
- Reading

##### Opportunity Knowledge (OK)

- Advancing College Preparedness
- Building Career Knowledge

#### STUDENT AGENCY (11.SA)

##### Student Empowerment

AV.11.SA.1.1 Explore and pursue leadership opportunities in extracurricular and community service activities within the school and local and/or global community

AV.11.SA.1.2 Evaluate the impact of decisions on the world

AV.11.SA.1.3 Effectively manage stress and anxiety levels, including areas such as test preparation and test-taking

AV.11.SA.1.4 Create a systematic decision-making model for personal financial decisions and circumstances

AV.11.SA.1.5 (a) Maintain a strong support network for academic and future success; (b) Identify mentors to influence, support, and guide future transitions and success

AV.11.SA.1.6Apply strategies to support motivation, especially when lacking intrinsic motivation

AV.11.SA.1.7 (a) Strengthen ability to self-advocate related to areas of need; (b) Leverage support network to assist with areas of need

AV.11.SA.1.8 (a) Reflect on current status and skills to strengthen mental flexibility now and in the future; (b) Recognize and overcome obstacles that could hinder future success

AV.11.SA.1.9Apply self-awareness strategies and skills with a variety of academic challenges

AV.11.SA.1.10 Employ key learning points in real-world applications

#### **Leadership of Others**

AV.11.SA.2.1Assess personal traits connected to integrity and ethical leadership

AV.11.SA.2.2Pursue leadership and/or mentorship opportunities in the school and community

AV.11.SA.2.3Reflect on conflict situations to strengthen ability to deal with the emotions that accompany conflict in leadership roles

### **RIGOROUS ACADEMIC PREPAREDNESS (11.AP)**

#### **Writing**

AV.11.AP.1.1 (a) Develop writing skills related to expository writing, incorporating MLA or APA format; (b) Gather information related to the writing prompt to generate a bank of resources and information; (c) Compose first drafts with a focus on establishing a clear purpose for the writing

AV.11.AP.1.2 Utilize inquiry strategies to develop additional questions as needed

AV.11.AP.1.3 Independently create and execute a plan for the revision process

AV.11.AP.1.4 Analyze the language of the writing and edit for voice, flow, and clarity

AV.11.AP.1.5 Publish writing to an audience outside of the classroom, such as an online forum

AV.11.AP.1.6 (a) Take notes with an emphasis on selecting the appropriate format for note-taking based on the note-taking objective; (b) Take notes with an emphasis on using strategies to organize notes (e.g., indentation, bullets, outlines, skipping lines, color-coding)

AV.11.AP.1.7 Reflect on how notes help to meet the learning objective and contribute to academic and personal success

#### **Inquiry**

AV.11.AP.2.1 Use questioning techniques to think critically about content and concepts

AV.11.AP.2.2 Generate questions based on a misunderstood concept or problem

AV.11.AP.2.3 Determine modifications to the process that would be needed to solve similar problems

AV.11.AP.2.4 Reflect on learning to make connections between new learning and the broader world

AV.11.AP.2.5 Reflect throughout learning on progress and continually adjust actions on major tasks or assignments

AV.11.AP.2.6 Reflect throughout a process on progress and continually adjust actions

AV.11.AP.2.7 Develop research questions/claim statements that effectively address the research prompt

AV.11.AP.2.8 Determine the perspective, validity, and reliability of information found within sources with the use of multiple sources (such as books, articles, and websites)

AV.11.AP.2.9 Synthesize information, sources, and data that support the research prompt

AV.11.AP.2.10 Construct written claims and support them with reasoning and evidence

AV.11.AP.2.11 Publish research to an audience outside of the classroom

#### **Collaboration**

AV.11.AP.3.1 Negotiate roles within a collaborative group through the adoption of effective elements of collaboration

AV.11.AP.3.2 Integrate multiple perspectives into group projects

AV.11.AP.3.3 Deepen relational capacity through the creation of novel ideas and solutions

AV.11.AP.3.4 Interact with peers in complex situations (providing feedback, conflict management, academic discourse) while maintaining a focus on respect, trust, and empathy

AV.11.AP.3.5 Support all group members' understanding of key concepts

AV.11.AP.3.6 Utilize technology to connect to the global community and to explore topics from multiple perspectives

AV.11.AP.3.7 Adjust ineffective verbal and nonverbal communication into effective communication

AV.11.AP.3.8 Demonstrate active listening skills by asking clarifying questions

AV.11.AP.3.9 Demonstrate command of grammar when communicating

AV.11.AP.3.10 Speak effectively before the whole class

#### **Organization**

AV.11.AP.4.1 (a) Develop efficient, individualized routines related to using organizational tools and planning strategies to enhance academic performance; (b) Reflect on the use of an activity log or tracking system for community extracurricular activities and hours

AV.11.AP.4.2 (a) Understand and demonstrate the concepts and practices of backward mapping; (b) Identify upcoming events to proactively avoid time-management conflicts

AV.11.AP.4.3 Create short- and mid-range goals that support achievement of long-term goals

AV.11.AP.4.4 Modify goals and actions appropriately based on progress

AV.11.AP.4.5 Manage varied visual frameworks to organize language and show relationships between key concepts

## Reading

AV.11.AP.5.1 Select texts and justify how they meet the reading purpose

AV.11.AP.5.2 Build background knowledge related to the text preview

AV.11.AP.5.3 Connect vocabulary within texts to broader concepts in the text

AV.11.AP.5.4 Create text-dependent questions while reading that align with the reading purpose

AV.11.AP.5.5 Extend beyond the text by analyzing how to best apply key learning

## OPPORTUNITY KNOWLEDGE (11.OK)

### Advancing College Preparedness

AV.11.OK.1.1 Refine key personal attributes for academic, social, and financial fit related to college selection

AV.11.OK.1.2 (a) Reflect on current GPA and how it relates to choosing a college and career path; (b) Compare various college campus structures, services, and opportunities

AV.11.OK.1.3 Research and evaluate scholarship offerings, including FAFSA

AV.11.OK.1.4 (a) Produce long-term academic plans that align with goals; (b) Plan for a successful transition to the next step in the academic journey; (c) Gain exposure to pathways offering work opportunities (credentials, certifications, internships, etc.)

AV.11.OK.1.5 (a) Engage in information gathering to determine match, reach, and safety schools in order to mitigate "summer melt" and undermatching during the selection process; (b) Determine whether additional test prep and testing is needed to reach scholarship goals

### Building Career Knowledge

AV.11.OK.2.1 (a) Develop an authentic and personal definition of success; (b) Refine key personal attributes for academic, social, and financial fit related to career selection

AV.11.OK.2.2 (a) Gain awareness of how academic performance links to career performance and success; (b) Expand thinking about potential career fields by encouraging discovery of a variety of career fields and the opportunities therein; (c) Develop knowledge and gain exposure to transitional phases related to work life

AV.11.OK.2.3 Identify best-fit career fields based on academic, social, and financial fit to develop short- and long-term career pathways

AV.11.OK.2.4 Engage in real-world experiences within career fields of interest, such as service-learning projects, job-shadowing opportunities, or internship possibilities

## GENERAL NOTES

**Special Note:** Skills acquired in this course will be implemented by the student across the curriculum. Advancement Via Individual Determination 3 (AVID 3) is a rigorous course offered by AVID Center, and content must be provided as specified by AVID Center. Students who are successful in this course will be on the appropriate pathway to success in AVID 4. Teachers must receive training from AVID Center to teach this course.

Trained AVID Elective teachers may visit [www.avid.org](http://www.avid.org), and log into their MyAVID account using their AVID username and password; then follow [https://my.avid.org/file\\_sharing/default.aspx?id=24544](https://my.avid.org/file_sharing/default.aspx?id=24544) to access the AVID Weeks at a Glance curriculum and resources for grades 6-12.

### 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:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

## VERSION REQUIREMENTS

These requirements include, but are not limited to, the Florida Standards that are most relevant to this course. Standards correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Florida Standards. Other subject areas and content may be used to fulfill course requirements. This course includes an agreement related to minimum standards for behavior, attendance, and participation.

## 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.**

## GENERAL INFORMATION

**Course Path: Section:** Grades PreK to 12 Education



**Course Number:** 1700410

Courses > **Grade Group:** Grades 9 to 12 and Adult  
Education Courses > **Subject:** Research and Critical  
Thinking > **SubSubject:** General >

**Abbreviated Title:** AVID 3

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 11

# Advancement Via Individual Determination

## 3 (#1700410) 2022 - And Beyond

### Course Standards

Name	Description
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li><b>Develop students' ability to analyze and problem solve.</b></li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li><b>Develop students' ability to justify methods and compare their responses to the responses of their peers.</b></li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>Focus on relevant details within a problem.</li> </ul>

MA.K12.MTR.5.1:	<ul style="list-style-type: none"> <li>• Create plans and procedures to logically order events, steps or ideas to solve problems.</li> <li>• Decompose a complex problem into manageable parts.</li> <li>• Relate previously learned concepts to new concepts.</li> <li>• Look for similarities among problems.</li> <li>• Connect solutions of problems to more complicated large-scale situations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
MA.K12.MTR.6.1:	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they</p>

	must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	<b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

**Major Concepts/Content:** Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction that utilizes a rigorous college-preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities, and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their academic growth. Additionally, students engage in activities centered around exploring college and career opportunities and their own agency.

The 11th grade AVID elective course is the first part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. In addition to the academic focus of the AVID seminar, there are college-bound activities, methodologies, and tasks that should be undertaken during the junior year to support students when they apply to four-year universities and confirm their postsecondary plans.

#### AVID curriculum books used:

AVID College and Careers

AVID College Readiness: Working with Sources

AVID Critical Thinking and Engagement

AVID Reading for Disciplinary Literacy

AVID Secondary Implementation Resource

AVID Tutorial Guide

AVID Writing for Disciplinary Literacy

Preparing for College

#### Supplemental materials course include the following:

AVID Weekly®, Supporting Math in the AVID Elective, Write Path content-area books, focused note-taking resources, and my.avid.org Curriculum Book Webpages

#### STUDENT OUTCOMES

##### Student Agency (SA)

- Student Empowerment
- Leadership of Others

##### Rigorous Academic Preparedness (AP)

- Writing
- Inquiry
- Collaboration
- Organization
- Reading

##### Opportunity Knowledge (OK)

- Advancing College Preparedness
- Building Career Knowledge

#### STUDENT AGENCY (11.SA)

##### Student Empowerment

AV.11.SA.1.1 Explore and pursue leadership opportunities in extracurricular and community service activities within the school and local and/or global community

AV.11.SA.1.2 Evaluate the impact of decisions on the world

AV.11.SA.1.3 Effectively manage stress and anxiety levels, including areas such as test preparation and test-taking

AV.11.SA.1.4 Create a systematic decision-making model for personal financial decisions and circumstances

AV.11.SA.1.5 (a) Maintain a strong support network for academic and future success; (b) Identify mentors to influence, support, and guide future transitions and success

AV.11.SA.1.6 Apply strategies to support motivation, especially when lacking intrinsic motivation

AV.11.SA.1.7 (a) Strengthen ability to self-advocate related to areas of need; (b) Leverage support network to assist with areas of need

AV.11.SA.1.8 (a) Reflect on current status and skills to strengthen mental flexibility now and in the future; (b) Recognize and overcome obstacles that could hinder future success

AV.11.SA.1.9 Apply self-awareness strategies and skills with a variety of academic challenges

AV.11.SA.1.10 Employ key learning points in real-world applications

### **Leadership of Others**

AV.11.SA.2.1 Assess personal traits connected to integrity and ethical leadership

AV.11.SA.2.2 Pursue leadership and/or mentorship opportunities in the school and community

AV.11.SA.2.3 Reflect on conflict situations to strengthen ability to deal with the emotions that accompany conflict in leadership roles

### **RIGOROUS ACADEMIC PREPAREDNESS (11.AP)**

#### **Writing**

AV.11.AP.1.1 (a) Develop writing skills related to expository writing, incorporating MLA or APA format; (b) Gather information related to the writing prompt to generate a bank of resources and information; (c) Compose first drafts with a focus on establishing a clear purpose for the writing

AV.11.AP.1.2 Utilize inquiry strategies to develop additional questions as needed

AV.11.AP.1.3 Independently create and execute a plan for the revision process

AV.11.AP.1.4 Analyze the language of the writing and edit for voice, flow, and clarity

AV.11.AP.1.5 Publish writing to an audience outside of the classroom, such as an online forum

AV.11.AP.1.6 (a) Take notes with an emphasis on selecting the appropriate format for note-taking based on the note-taking objective; (b) Take notes with an emphasis on using strategies to organize notes (e.g., indentation, bullets, outlines, skipping lines, color-coding)

AV.11.AP.1.7 Reflect on how notes help to meet the learning objective and contribute to academic and personal success

#### **Inquiry**

AV.11.AP.2.1 Use questioning techniques to think critically about content and concepts

AV.11.AP.2.2 Generate questions based on a misunderstood concept or problem

AV.11.AP.2.3 Determine modifications to the process that would be needed to solve similar problems

AV.11.AP.2.4 Reflect on learning to make connections between new learning and the broader world

AV.11.AP.2.5 Reflect throughout learning on progress and continually adjust actions on major tasks or assignments

AV.11.AP.2.6 Reflect throughout a process on progress and continually adjust actions

AV.11.AP.2.7 Develop research questions/claim statements that effectively address the research prompt

AV.11.AP.2.8 Determine the perspective, validity, and reliability of information found within sources with the use of multiple sources (such as books, articles, and websites)

AV.11.AP.2.9 Synthesize information, sources, and data that support the research prompt

AV.11.AP.2.10 Construct written claims and support them with reasoning and evidence

AV.11.AP.2.11 Publish research to an audience outside of the classroom

#### **Collaboration**

AV.11.AP.3.1 Negotiate roles within a collaborative group through the adoption of effective elements of collaboration

AV.11.AP.3.2 Integrate multiple perspectives into group projects

AV.11.AP.3.3 Deepen relational capacity through the creation of novel ideas and solutions

AV.11.AP.3.4 Interact with peers in complex situations (providing feedback, conflict management, academic discourse) while maintaining a focus on respect, trust, and empathy

AV.11.AP.3.5 Support all group members' understanding of key concepts

AV.11.AP.3.6 Utilize technology to connect to the global community and to explore topics from multiple perspectives

AV.11.AP.3.7 Adjust ineffective verbal and nonverbal communication into effective communication

AV.11.AP.3.8 Demonstrate active listening skills by asking clarifying questions

AV.11.AP.3.9 Demonstrate command of grammar when communicating

AV.11.AP.3.10 Speak effectively before the whole class

#### **Organization**

AV.11.AP.4.1 (a) Develop efficient, individualized routines related to using organizational tools and planning strategies to enhance academic performance; (b) Reflect on the use of an activity log or tracking system for community extracurricular activities and hours

AV.11.AP.4.2 (a) Understand and demonstrate the concepts and practices of backward mapping; (b) Identify upcoming events to proactively avoid time-management conflicts

AV.11.AP.4.3 Create short- and mid-range goals that support achievement of long-term goals

AV.11.AP.4.4 Modify goals and actions appropriately based on progress

AV.11.AP.4.5 Manage varied visual frameworks to organize language and show relationships between key concepts

#### **Reading**

AV.11.AP.5.1 Select texts and justify how they meet the reading purpose

AV.11.AP.5.2 Build background knowledge related to the text preview

AV.11.AP.5.3 Connect vocabulary within texts to broader concepts in the text

AV.11.AP.5.4 Create text-dependent questions while reading that align with the reading purpose

AV.11.AP.5.5 Extend beyond the text by analyzing how to best apply key learning

#### OPPORTUNITY KNOWLEDGE (11.OK)

##### Advancing College Preparedness

AV.11.OK.1.1 Refine key personal attributes for academic, social, and financial fit related to college selection

AV.11.OK.1.2 (a) Reflect on current GPA and how it relates to choosing a college and career path; (b) Compare various college campus structures, services, and opportunities

AV.11.OK.1.3 Research and evaluate scholarship offerings, including FAFSA

AV.11.OK.1.4 (a) Produce long-term academic plans that align with goals; (b) Plan for a successful transition to the next step in the academic journey; (c) Gain exposure to pathways offering work opportunities (credentials, certifications, internships, etc.)

AV.11.OK.1.5 (a) Engage in information gathering to determine match, reach, and safety schools in order to mitigate "summer melt" and undermatching during the selection process; (b) Determine whether additional test prep and testing is needed to reach scholarship goals

##### Building Career Knowledge

AV.11.OK.2.1 (a) Develop an authentic and personal definition of success; (b) Refine key personal attributes for academic, social, and financial fit related to career selection

AV.11.OK.2.2 (a) Gain awareness of how academic performance links to career performance and success; (b) Expand thinking about potential career fields by encouraging discovery of a variety of career fields and the opportunities therein; (c) Develop knowledge and gain exposure to transitional phases related to work life

AV.11.OK.2.3 Identify best-fit career fields based on academic, social, and financial fit to develop short- and long-term career pathways

AV.11.OK.2.4 Engage in real-world experiences within career fields of interest, such as service-learning projects, job-shadowing opportunities, or internship possibilities

## GENERAL NOTES

**Special Note:** Skills acquired in this course will be implemented by the student across the curriculum. Advancement Via Individual Determination 3 (AVID 3) is a rigorous course offered by AVID Center, and content must be provided as specified by AVID Center. Students who are successful in this course will be on the appropriate pathway to success in AVID 4. Teachers must receive training from AVID Center to teach this course.

Trained AVID Elective teachers may visit [www.avid.org](http://www.avid.org), and log into their MyAVID account using their AVID username and password; then follow [https://my.avid.org/file\\_sharing/default.aspx?id=24544](https://my.avid.org/file_sharing/default.aspx?id=24544) to access the AVID Weeks at a Glance curriculum and resources for grades 6-12.

#### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

#### 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:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

## VERSION REQUIREMENTS

These requirements include, but are not limited to, the Florida Standards that are most relevant to this course. Standards correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Florida Standards. Other subject areas and content may be used to fulfill course requirements. This course includes an agreement related to minimum standards for behavior, attendance, and participation.

## 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.**

## GENERAL INFORMATION

**Course Number:** 1700410

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Research and Critical Thinking > **SubSubject:** General >

**Abbreviated Title:** AVID 3

**Number of Credits:** One (1) credit  
**Course Type:** Elective Course  
**Course Status:** State Board Approved  
**Grade Level(s):** 11

**Course Length:** Year (Y)  
**Course Level:** 2

# Advancement Via Individual Determination 4 (#1700420) 2020 - 2022 (current)

## Course Standards

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

## General Course Information and Notes

### VERSION DESCRIPTION

**Major Concepts/Content:** Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction that utilizes a rigorous college-preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities, and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their academic growth. Additionally, students engage in activities centered around exploring college and career opportunities and their own agency.

The 12th grade AVID elective course is the second part in a junior/senior seminar course that focuses on the writing and critical thinking expected of first- and second-year college students. Students will complete a final research essay project with research skills gained in their junior year in AVID. In addition to the academic focus of the AVID senior seminar, there are college-bound activities, methodologies, and tasks that should be achieved during the senior year that supports students as they apply to four-year universities and confirm their postsecondary plans. All AVID seniors are required to develop and present a portfolio representing their years of work in the AVID program, as well as complete the requirements for the seminar course.

#### AVID curriculum books used:

AVID College and Careers

AVID College Readiness: Working with Sources

AVID Critical Thinking and Engagement

AVID Reading for Disciplinary Literacy

AVID Secondary Implementation Resource

AVID Tutorial Guide

AVID Writing for Disciplinary Literacy

Preparing for College

#### Supplemental materials course include the following:

AVID Weekly®, Supporting Math in the AVID Elective, Write Path content-area books, focused note-taking resources, and my.avid.org Curriculum Book Webpages

### STUDENT OUTCOMES

#### Student Agency (SA)

- Student Empowerment
- Leadership of Others

#### Rigorous Academic Preparedness (AP)

- Writing
- Inquiry
- Collaboration
- Organization
- Reading

#### Opportunity Knowledge (OK)

- Advancing College Preparedness
- Building Career Knowledge

### STUDENT AGENCY (12.SA)

#### Student Empowerment

AV.12.SA.1.1Act as a globally and digitally aware, responsible, and contributing citizen

AV.12.SA.1.2Evaluate the impact of decisions on others and the world

AV.12.SA.1.3Attend to personal health, safety, and balance (including digital security)



- AV.12.SA.1.4Make appropriate personal financial choices
- AV.12.SA.1.5Generate and maintain a network of support for current and future success
- AV.12.SA.1.6Develop, demonstrate, and maintain motivation
- AV.12.SA.1.7Self-monitor and seek help when necessary
- AV.12.SA.1.8Demonstrate persistence, flexibility, and adaptability
- AV.12.SA.1.9Demonstrate self-awareness strategies and skills
- AV.12.SA.1.10 Apply learning to demonstrate knowledge and achieve success

#### **Leadership of Others**

- AV.12.SA.2.1Demonstrate integrity and ethical leadership, including online
- AV.12.SA.2.2Pursue leadership opportunities and hold leadership positions
- AV.12.SA.2.3Manage and resolve conflict with others

#### **RIGOROUS ACADEMIC PREPAREDNESS (12.AP)**

##### **Writing**

- AV.12.AP.1.1Compose a variety of text types
- AV.12.AP.1.2Analyze a writing task
- AV.12.AP.1.3Revise writing to improve clarity and accomplish the writing purpose
- AV.12.AP.1.4Polish writing through editing and proofreading
- AV.12.AP.1.5Publish writing by distributing it to varied audiences
- AV.12.AP.1.6Take notes to meet the note-taking objective
- AV.12.AP.1.7Summarize and reflect to synthesize learning and identify next steps

##### **Inquiry**

- AV.12.AP.2.1Use questioning techniques to engage in discussions and think critically about content and concepts
- AV.12.AP.2.2Identify specific questions based on a misunderstood concept or problem
- AV.12.AP.2.3Upon arriving at a solution, identify generalized steps/processes that could be used to solve similar problems
- AV.12.AP.2.4Make connections between new learning and previous learning, experiences, self, and/or the world
- AV.12.AP.2.5Continuously reflect and modify actions to promote learning and academic success
- AV.12.AP.2.6Reflect on and modify actions related to successful utilization of a process
- AV.12.AP.2.7Identify topics/questions to be investigated and include source material on opposing sides of the topic
- AV.12.AP.2.8Evaluate the validity and reliability of both digital and print sources
- AV.12.AP.2.9Synthesize and organize information effectively, including usage of digital tools
- AV.12.AP.2.10 Cite evidence and support claims
- AV.12.AP.2.11 Present research findings, customizing the presentation for the intended audience

##### **Collaboration**

- AV.12.AP.3.1Share responsibility among group members
- AV.12.AP.3.2Work productively and effectively in diverse teams with diverse perspectives
- AV.12.AP.3.3Establish and maintain relational capacity with others
- AV.12.AP.3.4Respect individual contributions
- AV.12.AP.3.5Support group members in clarifying confusion and checking for understanding
- AV.12.AP.3.6Utilize technology as a tool for collaboration both synchronously and asynchronously
- AV.12.AP.3.7Clearly communicate verbally and nonverbally, including appropriate usage of technology
- AV.12.AP.3.8Listen effectively to decipher meaning
- AV.12.AP.3.9Demonstrate a command of language and grammar usage when communicating
- AV.12.AP.3.10 Adapt speech to a variety of contexts and communicative tasks

##### **Organization**

- AV.12.AP.4.1Routinely utilize organizational systems to access and archive materials efficiently
- AV.12.AP.4.2Organize and allocate time based on priorities and task completion
- AV.12.AP.4.3Identify and plan for the steps necessary to accomplish various types of goals
- AV.12.AP.4.4Monitor progress toward goals and revise appropriately, leveraging technology
- AV.12.AP.4.5Organize information, indicating relationships between ideas

##### **Reading**

- AV.12.AP.5.1 Select a text according to the reading purpose
- AV.12.AP.5.2 Preview text to connect or build background knowledge
- AV.12.AP.5.3 Examine key academic and content-related vocabulary to deepen comprehension of texts
- AV.12.AP.5.4 Interact with the text to process information as it is read
- AV.12.AP.5.5 Extend beyond the text by using academic thinking skills (applying, analyzing, evaluating, and/or synthesizing key learning)

#### OPPORTUNITY KNOWLEDGE (12.OK)

##### Advancing College Preparedness

- AV.12.OK.1.1 Develop an awareness of personal abilities, skills, and interests related to college selection
- AV.12.OK.1.2 Expand understanding around key college information
- AV.12.OK.1.3 Understand scholarships and the role they play in financing college
- AV.12.OK.1.4 Plan a path for education and college aligned to personal goals
- AV.12.OK.1.5 Complete college admission requirements, including testing and application

##### Building Career Knowledge

- AV.12.OK.2.1 Develop an awareness of personal abilities, skills and interests related to career and career selection
- AV.12.OK.2.2 Expand understanding around key career-related information
- AV.12.OK.2.3 Develop skills and attitudes related to career readiness
- AV.12.OK.2.4 Plan a path for education and career aligned to personal goals

## GENERAL NOTES

**Special Note:** Skills acquired in this course will be implemented by the student across the curriculum. Advancement Via Individual Determination 4 (AVID 4) is a rigorous course offered by AVID Center, and content must be provided as specified by AVID Center. Teachers must receive training from AVID Center to teach this course.

Trained AVID Elective teachers may visit [www.avid.org](http://www.avid.org), and log into their MyAVID account using their AVID username and password; then follow [https://my.avid.org/file\\_sharing/default.aspx?id=24544](https://my.avid.org/file_sharing/default.aspx?id=24544) to access the AVID Weeks at a Glance curriculum and resources for grades 6-12.

#### 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: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

## VERSION REQUIREMENTS

These requirements include, but are not limited to, the Florida Standards that are most relevant to this course. Standards correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Florida Standards. Other subject areas and content may be used to fulfill course requirements. This course includes an agreement related to minimum standards for behavior, attendance, and participation.

## 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.**

## GENERAL INFORMATION

**Course Number:** 1700420

**Course Path:** Section: Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 9 to 12 and Adult  
Education Courses > **Subject:** Research and Critical  
Thinking > **SubSubject:** General >

**Number of Credits:** One (1) credit

**Abbreviated Title:** AVID 4

**Course Type:** Elective Course

**Course Length:** Year (Y)

**Course Status:** Course Approved

**Course Level:** 2

**Grade Level(s):** 12



# Advancement Via Individual Determination

## 4 (#1700420) 2022 - And Beyond

### Course Standards

Name	Description
MA.K12.MTR.1.1:	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Cultivate a community of growth mindset learners.</li> <li>Foster perseverance in students by choosing tasks that are challenging.</li> <li>Develop students' ability to analyze and problem solve.</li> <li>Recognize students' effort when solving challenging problems.</li> </ul>
MA.K12.MTR.2.1:	<p>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Build understanding through modeling and using manipulatives.</li> <li>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</li> <li>Progress from modeling problems with objects and drawings to using algorithms and equations.</li> <li>Express connections between concepts and representations.</li> <li>Choose a representation based on the given context or purpose.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</p> <ul style="list-style-type: none"> <li>Help students make connections between concepts and representations.</li> <li>Provide opportunities for students to use manipulatives when investigating concepts.</li> <li>Guide students from concrete to pictorial to abstract representations as understanding progresses.</li> <li>Show students that various representations can have different purposes and can be useful in different situations.</li> </ul>
MA.K12.MTR.3.1:	<p>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Select efficient and appropriate methods for solving problems within the given context.</li> <li>Maintain flexibility and accuracy while performing procedures and mental calculations.</li> <li>Complete tasks accurately and with confidence.</li> <li>Adapt procedures to apply them to a new context.</li> <li>Use feedback to improve efficiency when performing calculations.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to complete tasks with mathematical fluency:</p> <ul style="list-style-type: none"> <li>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</li> <li>Offer multiple opportunities for students to practice efficient and generalizable methods.</li> <li>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</li> </ul>
MA.K12.MTR.4.1:	<p>Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Communicate mathematical ideas, vocabulary and methods effectively.</li> <li>Analyze the mathematical thinking of others.</li> <li>Compare the efficiency of a method to those expressed by others.</li> <li>Recognize errors and suggest how to correctly solve the task.</li> <li>Justify results by explaining methods and processes.</li> <li>Construct possible arguments based on evidence.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</p> <ul style="list-style-type: none"> <li>Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</li> <li>Create opportunities for students to discuss their thinking with peers.</li> <li>Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</li> <li>Develop students' ability to justify methods and compare their responses to the responses of their peers.</li> </ul>
	<p>Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</p>

MA.K12.MTR.5.1:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

MA.K12.MTR.6.1:

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

MA.K12.MTR.7.1:

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.4.1:

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

ELA.K12.EE.5.1:	Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

**Major Concepts/Content:** Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction that utilizes a rigorous college-preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities, and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their academic growth. Additionally, students engage in activities centered around exploring college and career opportunities and their own agency.

The 12th grade AVID elective course is the second part in a junior/senior seminar course that focuses on the writing and critical thinking expected of first- and second-year college students. Students will complete a final research essay project with research skills gained in their junior year in AVID. In addition to the academic focus of the AVID senior seminar, there are college-bound activities, methodologies, and tasks that should be achieved during the senior year that supports students as they apply to four-year universities and confirm their postsecondary plans. All AVID seniors are required to develop and present a portfolio representing their years of work in the AVID program, as well as complete the requirements for the seminar course.

#### AVID curriculum books used:

AVID College and Careers

AVID College Readiness: Working with Sources

AVID Critical Thinking and Engagement

AVID Reading for Disciplinary Literacy

AVID Secondary Implementation Resource

AVID Tutorial Guide

AVID Writing for Disciplinary Literacy

Preparing for College

#### Supplemental materials course include the following:

AVID Weekly®, Supporting Math in the AVID Elective, Write Path content-area books, focused note-taking resources, and my.avid.org Curriculum Book Webpages

### STUDENT OUTCOMES

#### Student Agency (SA)

- Student Empowerment
- Leadership of Others

#### Rigorous Academic Preparedness (AP)

- Writing
- Inquiry
- Collaboration
- Organization
- Reading

#### Opportunity Knowledge (OK)

- Advancing College Preparedness
- Building Career Knowledge

### STUDENT AGENCY (12.SA)

#### Student Empowerment

AV.12.SA.1.1 Act as a globally and digitally aware, responsible, and contributing citizen

AV.12.SA.1.2 Evaluate the impact of decisions on others and the world

AV.12.SA.1.3 Attend to personal health, safety, and balance (including digital security)

AV.12.SA.1.4 Make appropriate personal financial choices

AV.12.SA.1.5 Generate and maintain a network of support for current and future success

AV.12.SA.1.6 Develop, demonstrate, and maintain motivation

AV.12.SA.1.7 Self-monitor and seek help when necessary

AV.12.SA.1.8 Demonstrate persistence, flexibility, and adaptability

AV.12.SA.1.9 Demonstrate self-awareness strategies and skills

AV.12.SA.1.10 Apply learning to demonstrate knowledge and achieve success

#### **Leadership of Others**

AV.12.SA.2.1 Demonstrate integrity and ethical leadership, including online

AV.12.SA.2.2 Pursue leadership opportunities and hold leadership positions

AV.12.SA.2.3 Manage and resolve conflict with others

#### **RIGOROUS ACADEMIC PREPAREDNESS (12.AP)**

##### **Writing**

AV.12.AP.1.1 Compose a variety of text types

AV.12.AP.1.2 Analyze a writing task

AV.12.AP.1.3 Revise writing to improve clarity and accomplish the writing purpose

AV.12.AP.1.4 Polish writing through editing and proofreading

AV.12.AP.1.5 Publish writing by distributing it to varied audiences

AV.12.AP.1.6 Take notes to meet the note-taking objective

AV.12.AP.1.7 Summarize and reflect to synthesize learning and identify next steps

##### **Inquiry**

AV.12.AP.2.1 Use questioning techniques to engage in discussions and think critically about content and concepts

AV.12.AP.2.2 Identify specific questions based on a misunderstood concept or problem

AV.12.AP.2.3 Upon arriving at a solution, identify generalized steps/processes that could be used to solve similar problems

AV.12.AP.2.4 Make connections between new learning and previous learning, experiences, self, and/or the world

AV.12.AP.2.5 Continuously reflect and modify actions to promote learning and academic success

AV.12.AP.2.6 Reflect on and modify actions related to successful utilization of a process

AV.12.AP.2.7 Identify topics/questions to be investigated and include source material on opposing sides of the topic

AV.12.AP.2.8 Evaluate the validity and reliability of both digital and print sources

AV.12.AP.2.9 Synthesize and organize information effectively, including usage of digital tools

AV.12.AP.2.10 Cite evidence and support claims

AV.12.AP.2.11 Present research findings, customizing the presentation for the intended audience

##### **Collaboration**

AV.12.AP.3.1 Share responsibility among group members

AV.12.AP.3.2 Work productively and effectively in diverse teams with diverse perspectives

AV.12.AP.3.3 Establish and maintain relational capacity with others

AV.12.AP.3.4 Respect individual contributions

AV.12.AP.3.5 Support group members in clarifying confusion and checking for understanding

AV.12.AP.3.6 Utilize technology as a tool for collaboration both synchronously and asynchronously

AV.12.AP.3.7 Clearly communicate verbally and nonverbally, including appropriate usage of technology

AV.12.AP.3.8 Listen effectively to decipher meaning

AV.12.AP.3.9 Demonstrate a command of language and grammar usage when communicating

AV.12.AP.3.10 Adapt speech to a variety of contexts and communicative tasks

##### **Organization**

AV.12.AP.4.1 Routinely utilize organizational systems to access and archive materials efficiently

AV.12.AP.4.2 Organize and allocate time based on priorities and task completion

AV.12.AP.4.3 Identify and plan for the steps necessary to accomplish various types of goals

AV.12.AP.4.4 Monitor progress toward goals and revise appropriately, leveraging technology

AV.12.AP.4.5 Organize information, indicating relationships between ideas

##### **Reading**

AV.12.AP.5.1 Select a text according to the reading purpose

AV.12.AP.5.2 Preview text to connect or build background knowledge

AV.12.AP.5.3 Examine key academic and content-related vocabulary to deepen comprehension of texts

AV.12.AP.5.4 Interact with the text to process information as it is read

AV.12.AP.5.5 Extend beyond the text by using academic thinking skills (applying, analyzing, evaluating, and/or synthesizing key learning)

## OPPORTUNITY KNOWLEDGE (12.OK)

### Advancing College Preparedness

AV.12.OK.1.1Develop an awareness of personal abilities, skills, and interests related to college selection

AV.12.OK.1.2Expand understanding around key college information

AV.12.OK.1.3Understand scholarships and the role they play in financing college

AV.12.OK.1.4Plan a path for education and college aligned to personal goals

AV.12.OK.1.5Complete college admission requirements, including testing and application

### Building Career Knowledge

AV.12.OK.2.1Develop an awareness of personal abilities, skills and interests related to career and career selection

AV.12.OK.2.2Expand understanding around key career-related information

AV.12.OK.2.3Develop skills and attitudes related to career readiness

AV.12.OK.2.4Plan a path for education and career aligned to personal goals

## GENERAL NOTES

**Special Note:** Skills acquired in this course will be implemented by the student across the curriculum. Advancement Via Individual Determination 4 (AVID 4) is a rigorous course offered by AVID Center, and content must be provided as specified by AVID Center. Teachers must receive training from AVID Center to teach this course.

Trained AVID Elective teachers may visit [www.avid.org](http://www.avid.org), and log into their MyAVID account using their AVID username and password; then follow [https://my.avid.org/file\\_sharing/default.aspx?id=24544](https://my.avid.org/file_sharing/default.aspx?id=24544) to access the AVID Weeks at a Glance curriculum and resources for grades 6-12.

### Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit [https://www.cpalms.org/Standards/BEST\\_Standards.aspx](https://www.cpalms.org/Standards/BEST_Standards.aspx) and select the appropriate B.E.S.T. Standards package.

### 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:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

## VERSION REQUIREMENTS

These requirements include, but are not limited to, the Florida Standards that are most relevant to this course. Standards correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Florida Standards. Other subject areas and content may be used to fulfill course requirements. This course includes an agreement related to minimum standards for behavior, attendance, and participation.

## 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.**

## GENERAL INFORMATION

**Course Number:** 1700420

**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Research and Critical Thinking > **SubSubject:** General >

**Abbreviated Title:** AVID 4

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** State Board Approved

**Grade Level(s):** 12





# Advanced Placement Capstone Seminar (#1700500) 2014 -

And Beyond (current)

## General Course Information and Notes

### VERSION DESCRIPTION

The course description for this Advanced Placement courses is located on the College Board site at [http://apcentral.collegeboard.com/apc/public/courses/teachers\\_corner/index.html](http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html).

### QUALIFICATIONS

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

**Any academic coverage (any coverage classified as an academic coverage in Rules 6A-4.0101 through 6A-4.0343, Florida Administrative Code).**

### GENERAL INFORMATION

**Course Number:** 1700500

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Course Approved

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

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Research and Critical Thinking > **SubSubject:** General >

**Abbreviated Title:** AP CAPSTONE SEMINAR

**Course Length:** Year (Y)

**Course Attributes:**

- Advanced Placement (AP)

**Course Level:** 3

# Advanced Placement Capstone Research (#1700510) 2014 -

And Beyond (current)

## General Course Information and Notes

### VERSION DESCRIPTION

The course description for this Advanced Placement courses is located on the College Board site at [http://apcentral.collegeboard.com/apc/public/courses/teachers\\_corner/index.html](http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html).

### QUALIFICATIONS

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

**Any academic coverage (any coverage classified as an academic coverage in Rules 6A-4.0101 through 6A-4.0343, Florida Administrative Code).**

### GENERAL INFORMATION

**Course Number:** 1700510

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Course Approved

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

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Research and Critical Thinking > **SubSubject:** General >

**Abbreviated Title:** AP CAPSTONE RESEARCH

**Course Length:** Year (Y)

**Course Attributes:**

- Advanced Placement (AP)

**Course Level:** 3

# GEAR Up 1 (#1700600) 2020 - 2022 (current)

## Course Standards

The following standards are also included in this course to support students' understanding of the course objectives.

- Evaluate the impact of decisions on others.
- Establish understanding of concepts and content-specific vocabulary related to personal finance.
- Identify the characteristics of positive, healthy relationships.
- Explore individual peer relationships and identify those that are positive and healthy.
- Demonstrate an understanding of positive self-worth and recognize limits in the emotional capacity of individuals.
- Identify personal attributes as areas of strength or weakness; Differentiate between individual strengths and weaknesses as motivators and/or limiters.
- Celebrate self-advocacy as a personal strength.
- Accept weaknesses as an opportunity for change.
- Select tools to analyze a conflict and identify a positive solution.
- Classify passive, assertive, and aggressive statements.
- Establish norms and expectations around shared responsibility among group members.
- Distinguish between effective and ineffective language during interactions.
- Refine usage of non-verbal communication when speaking, including body language and eye contact.

Name	Description
MAFS.K12.MP.1.1:	<p><b>Make sense of problems and persevere in solving them.</b></p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p>
MAFS.K12.MP.2.1:	<p><b>Reason abstractly and quantitatively.</b></p> <p>Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.</p>
MAFS.K12.MP.3.1:	<p><b>Construct viable arguments and critique the reasoning of others.</b></p> <p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p>
MAFS.K12.MP.4.1:	<p><b>Model with mathematics.</b></p> <p>Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.</p>
MAFS.K12.MP.5.1:	<p><b>Use appropriate tools strategically.</b></p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other</p>

mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Attend to precision.**

MAFS.K12.MP.6.1:

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

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

MAFS.K12.MP.7.1:

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

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

MAFS.K12.MP.8.1:

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

LAFS.910.SL.2.4:

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

LAFS.910.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.910.W.2.5:

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LAFS.910.W.2.6:

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

LAFS.910.W.3.7:

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LAFS.910.W.3.8:

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

LAFS.K.SL.1.1:

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- Continue a conversation through multiple exchanges.

SS.912.E.1.13:

Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.

SS.912.P.12.2:

Define processes involved in problem solving and decision making.

**Clarifications:**  
Examples may include, but are not limited to, identification, analysis, solution generation, plan, implement, and evaluate.

SS.912.P.12.4:

Describe obstacles to problem solving.

**Clarifications:**  
Examples may include, but are not limited to, fixation and functional fixedness.

SS.912.P.12.5:

Describe obstacles to decision making.

**Clarifications:**  
Examples may include, but are not limited to, confirmation bias, counterproductive heuristics, and overconfidence.

HE.912.B.4.3:

Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.

**Clarifications:**  
Effective verbal and nonverbal communication, compromise, and conflict-resolution.

HE.912.B.5.4:

Assess whether individual or collaborative decision making is needed to make a healthy decision.

**Clarifications:**  
Planning a post-high school career/education, purchasing the family's groceries for the week, planning the weekly menu, planning appropriate activities for siblings, community planning, Internet safety, and purchasing insurance.

HE.912.B.5.5:

Examine barriers that can hinder healthy decision making.

**Clarifications:**  
Interpersonal, financial, environmental factors, and accessibility of health information.

PE.912.C.2.20:

Identify appropriate methods to resolve physical conflict.

PE.912.L.3.3:

Identify a variety of activities that promote effective stress management.

ELD.K12.ELL.SI.1:

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

# General Course Information and Notes

## GENERAL NOTES

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) is a program designed to increase students' aspirations toward high school and beyond and ultimately increase the number of students who are prepared to enter and succeed in postsecondary education.

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### 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: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>.

## 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.**

## GENERAL INFORMATION

**Course Number:** 1700600

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Course Approved

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Research and Critical

Thinking > **SubSubject:** General >

**Abbreviated Title:** GEAR UP 1

**Course Length:** Year (Y)

**Course Level:** 2

## Course Standards

The following standards are also included in this course to support students' understanding of the course objectives.

- Evaluate the impact of decisions on others.
- Establish understanding of concepts and content-specific vocabulary related to personal finance.
- Identify the characteristics of positive, healthy relationships.
- Explore individual peer relationships and identify those that are positive and healthy.
- Demonstrate an understanding of positive self-worth and recognize limits in the emotional capacity of individuals.
- Identify personal attributes as areas of strength or weakness; Differentiate between individual strengths and weaknesses as motivators and/or limiters.
- Celebrate self-advocacy as a personal strength.
- Accept weaknesses as an opportunity for change.
- Select tools to analyze a conflict and identify a positive solution.
- Classify passive, assertive, and aggressive statements.
- Establish norms and expectations around shared responsibility among group members.
- Distinguish between effective and ineffective language during interactions.
- Refine usage of non-verbal communication when speaking, including body language and eye contact.

Name	Description
MA.912.AR.2.1:	Given a real-world context, write and solve one-variable multi-step linear equations.
MA.912.AR.2.5:	Solve and graph mathematical and real-world problems that are modeled with linear functions. Interpret key features and determine constraints in terms of the context. <b>Clarifications:</b> Clarification 1: Key features are limited to domain, range, intercepts and rate of change. Clarification 2: Instruction includes the use of standard form, slope-intercept form and point-slope form. Clarification 3: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation. Clarification 4: Within the Algebra 1 course, notations for domain, range and constraints are limited to inequality and set-builder. Clarification 5: Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.
MA.912.AR.5.3:	Given a mathematical or real-world context, classify an exponential function as representing growth or decay. <b>Clarifications:</b> Clarification 1: Within the Algebra 1 course, exponential functions are limited to the forms $f(x) = ab^x$ , where $b$ is a whole number greater than 1 or a unit fraction, or $f(x) = a(1 \pm r)^x$ , where $0 < r < 1$ .
MA.912.DP.1.2:	Interpret data distributions represented in various ways. State whether the data is numerical or categorical, whether it is univariate or bivariate and interpret the different components and quantities in the display. <b>Clarifications:</b> Clarification 1: Within the Probability and Statistics course, instruction includes the use of spreadsheets and technology.
MA.912.F.1.3:	Calculate and interpret the average rate of change of a real-world situation represented graphically, algebraically or in a table over a specified interval. <b>Clarifications:</b> Clarification 1: Instruction includes making the connection to determining the slope of a particular line segment.
MA.912.FL.1.2:	Extend previous knowledge of ratios and proportional relationships to solve real-world problems involving money and business.
MA.912.FL.2.1:	Given assets and liabilities, calculate net worth using spreadsheets and other technology. <b>Clarifications:</b> Clarification 1: Instruction includes net worth for a business and for an individual. Clarification 2: Instruction includes understanding the difference between a capital asset and a liquid asset. Clarification 3: Instruction includes displaying net worth over time in a table or graph.
MA.912.FL.3.1:	Compare simple, compound and continuously compounded interest over time. <b>Clarifications:</b> Clarification 1: Instruction includes taking into consideration the annual percentage rate (APR) when comparing simple and compound interest.
MA.912.FL.3.3:	Solve real-world problems involving present value and future value of money
MA.912.FL.3.5:	Compare the advantages and disadvantages of using cash versus personal financing options. <b>Clarifications:</b> Clarification 1: Instruction includes advantages and disadvantages for a business and for an individual. Clarification 2: Personal financing options include debit cards, credit cards, installment plans and loans.
	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>• Analyze the problem in a way that makes sense given the task.</li> <li>• Ask questions that will help with solving the task.</li> <li>• Build perseverance by modifying methods as needed while solving a challenging task.</li> </ul>

- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- **Develop students' ability to analyze and problem solve.**
- **Recognize students' effort when solving challenging problems.**

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.



MA.K12.MTR.6.1:	<ul style="list-style-type: none"> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• <b>Prompt students to continually ask, "Does this solution make sense? How do you know?"</b></li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• <b>Strengthen students' ability to verify solutions through justifications.</b></li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• <b>Perform investigations to gather data or determine if a method is appropriate.</b> • <b>Redesign models and methods to improve accuracy or efficiency.</b></li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.9.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising for clarity and cohesiveness.</p>
ELA.9.C.2.1:	<p>Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.</p> <p><b>Clarifications:</b> Clarification 1: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation. Clarification 2: For further guidance, see the Secondary Oral Communication Rubric.</p>
ELA.9.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b> Clarification 1: Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <p>Clarification 2: See Convention Progression by Grade Level.</p>
ELA.9.C.4.1:	<p>Conduct research to answer a question, drawing on multiple reliable and valid sources, and refining the scope of the question to align with findings.</p> <p><b>Clarifications:</b> Clarification 1: There is no requirement that students research the additional questions generated.</p>
ELA.9.C.5.1:	<p>Create digital presentations with coherent ideas and a clear perspective.</p> <p><b>Clarifications:</b> Clarification 1: The presentation may be delivered live or delivered as a stand-alone digital experience.</p>
ELA.9.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b> Clarification 1: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence. Clarification 2: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by <b>speakers and peers</b>. <b>Students cite texts that they've directly quoted, paraphrased, or used for information.</b> When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. <b>Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page.</b> Students will use the terms and apply them in 2nd grade and beyond.</p>

	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.4.1:	<p><b>Clarifications:</b>  In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b>  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b>  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
SS.912.E.1.13:	Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.
SS.912.P.12.2:	<p>Define processes involved in problem solving and decision making.</p> <p><b>Clarifications:</b>  Examples may include, but are not limited to, identification, analysis, solution generation, plan, implement, and evaluate.</p>
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**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Research and Critical

Thinking > **SubSubject:** General >

**Abbreviated Title:** GEAR UP 1

**Course Length:** Year (Y)

**Course Level:** 2

## Course Standards

The following standards are also included in this course to support students' understanding of the course objectives.

- Evaluate the impact of decisions on others.
- Increase awareness and apply basic concepts of budgeting, spending, and making responsible financial decisions.
- Develop a support network, including peers and adults, for academic and future success.
- Demonstrate an understanding of positive self-worth and recognize limits in the emotional capacity of individuals.
- Identify personal attributes as areas of strength or weakness; Differentiate between individual strengths and weaknesses as motivators and/or limiters.
- Celebrate self-advocacy as a personal strength.
- Accept weaknesses as an opportunity for change.
- Identify personal conflict management style.
- Transform passive and aggressive statements into constructive, assertive statements.
- Hold self and peers accountable for following group norms about shared responsibility.
- Distinguish between effective and ineffective language during interactions.
- Refine usage of non-verbal communication when speaking, including body language and eye contact.

Name	Description
MAFS.K12.MP.1.1:	<p><b>Make sense of problems and persevere in solving them.</b></p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p>
MAFS.K12.MP.2.1:	<p><b>Reason abstractly and quantitatively.</b></p> <p>Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.</p>
MAFS.K12.MP.3.1:	<p><b>Construct viable arguments and critique the reasoning of others.</b></p> <p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p>
MAFS.K12.MP.4.1:	<p><b>Model with mathematics.</b></p> <p>Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.</p>
MAFS.K12.MP.5.1:	<p><b>Use appropriate tools strategically.</b></p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify</p>

relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Attend to precision.**

MAFS.K12.MP.6.1:

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

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

MAFS.K12.MP.7.1:

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

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

MAFS.K12.MP.8.1:

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

LAFS.910.SL.2.4:

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

LAFS.910.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.910.W.2.5:

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LAFS.910.W.2.6:

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

LAFS.910.W.3.7:

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LAFS.910.W.3.8:

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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.

SS.912.E.1.13:

Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.

SS.912.P.12.2:

Define processes involved in problem solving and decision making.

**Clarifications:**  
Examples may include, but are not limited to, identification, analysis, solution generation, plan, implement, and evaluate.

SS.912.P.12.4:

Describe obstacles to problem solving.

**Clarifications:**  
Examples may include, but are not limited to, fixation and functional fixedness.

SS.912.P.12.5:

Describe obstacles to decision making.

**Clarifications:**  
Examples may include, but are not limited to, confirmation bias, counterproductive heuristics, and overconfidence.

HE.912.B.4.3:

Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.

**Clarifications:**  
Effective verbal and nonverbal communication, compromise, and conflict-resolution.

HE.912.B.5.4:

Assess whether individual or collaborative decision making is needed to make a healthy decision.

**Clarifications:**  
Planning a post-high school career/education, purchasing the family's groceries for the week, planning the weekly menu, planning appropriate activities for siblings, community planning, Internet safety, and purchasing insurance.

HE.912.B.5.5:

Examine barriers that can hinder healthy decision making.

**Clarifications:**  
Interpersonal, financial, environmental factors, and accessibility of health information.

PE.912.C.2.20:

Identify appropriate methods to resolve physical conflict.

PE.912.L.3.3:

Identify a variety of activities that promote effective stress management.

ELD.K12.ELL.SI.1:

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

## GENERAL NOTES

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) is a program designed to increase students' aspirations toward high school and beyond and ultimately increase the number of students who are prepared to enter and succeed in postsecondary education.

The purpose of this course is to prepare students for college readiness and success. Students will receive instruction, supported by state standards, in areas that include:

- **Student Agency** - activities that focus on student initiative, problem solving, decision making, leadership, and community involvement;
- **Rigorous Academic Preparedness** - academic success skills with activities that focus on writing, mathematics, collaboration, public speaking, and organization; and
- **College and Careers** - activities related to college preparation and building career knowledge.

This course will target students in the academic middle with the desire to attend college and the willingness to work hard. Through participation in this course, students will be well equipped to access and complete rigorous courses with the end goal being matriculation into and completion of postsecondary educational programs.

Eligibility for this course could be determined by the student's grade 9 FSA scores and Lexile levels. Students scoring at FSA Levels 2/3 and with a Lexile level = 680 could be given priority for this course.

### 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: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>.

## 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.**

## GENERAL INFORMATION

**Course Number:** 1700610

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Course Approved

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Research and Critical

Thinking > **SubSubject:** General >

**Abbreviated Title:** GEAR UP 2

**Course Length:** Year (Y)

**Course Level:** 2

## Course Standards

The following standards are also included in this course to support students' understanding of the course objectives.

- Evaluate the impact of decisions on others.
- Increase awareness and apply basic concepts of budgeting, spending, and making responsible financial decisions.
- Develop a support network, including peers and adults, for academic and future success.
- Demonstrate an understanding of positive self-worth and recognize limits in the emotional capacity of individuals.
- Identify personal attributes as areas of strength or weakness; Differentiate between individual strengths and weaknesses as motivators and/or limiters.
- Celebrate self-advocacy as a personal strength.
- Accept weaknesses as an opportunity for change.
- Identify personal conflict management style.
- Transform passive and aggressive statements into constructive, assertive statements.
- Hold self and peers accountable for following group norms about shared responsibility.
- Distinguish between effective and ineffective language during interactions.
- Refine usage of non-verbal communication when speaking, including body language and eye contact.

Name	Description
MA.912.AR.2.1:	Given a real-world context, write and solve one-variable multi-step linear equations.
MA.912.AR.2.5:	Solve and graph mathematical and real-world problems that are modeled with linear functions. Interpret key features and determine constraints in terms of the context. <b>Clarifications:</b> Clarification 1: Key features are limited to domain, range, intercepts and rate of change. Clarification 2: Instruction includes the use of standard form, slope-intercept form and point-slope form. Clarification 3: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation. Clarification 4: Within the Algebra 1 course, notations for domain, range and constraints are limited to inequality and set-builder. Clarification 5: Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.
MA.912.AR.5.3:	Given a mathematical or real-world context, classify an exponential function as representing growth or decay. <b>Clarifications:</b> Clarification 1: Within the Algebra 1 course, exponential functions are limited to the forms $f(x) = ab^x$ , where $b$ is a whole number greater than 1 or a unit fraction, or $f(x) = a(1 \pm r)^x$ , where $0 < r < 1$ .
MA.912.DP.1.2:	Interpret data distributions represented in various ways. State whether the data is numerical or categorical, whether it is univariate or bivariate and interpret the different components and quantities in the display. <b>Clarifications:</b> Clarification 1: Within the Probability and Statistics course, instruction includes the use of spreadsheets and technology.
MA.912.F.1.3:	Calculate and interpret the average rate of change of a real-world situation represented graphically, algebraically or in a table over a specified interval. <b>Clarifications:</b> Clarification 1: Instruction includes making the connection to determining the slope of a particular line segment.
MA.912.FL.1.2:	Extend previous knowledge of ratios and proportional relationships to solve real-world problems involving money and business.
MA.912.FL.2.1:	Given assets and liabilities, calculate net worth using spreadsheets and other technology. <b>Clarifications:</b> Clarification 1: Instruction includes net worth for a business and for an individual. Clarification 2: Instruction includes understanding the difference between a capital asset and a liquid asset. Clarification 3: Instruction includes displaying net worth over time in a table or graph.
MA.912.FL.3.1:	Compare simple, compound and continuously compounded interest over time. <b>Clarifications:</b> Clarification 1: Instruction includes taking into consideration the annual percentage rate (APR) when comparing simple and compound interest.
MA.912.FL.3.3:	Solve real-world problems involving present value and future value of money
MA.912.FL.3.5:	Compare the advantages and disadvantages of using cash versus personal financing options. <b>Clarifications:</b> Clarification 1: Instruction includes advantages and disadvantages for a business and for an individual. Clarification 2: Personal financing options include debit cards, credit cards, installment plans and loans.
	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>• Analyze the problem in a way that makes sense given the task.</li> <li>• Ask questions that will help with solving the task.</li> <li>• Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>• Stay engaged and maintain a positive mindset when working to solve tasks.</li> </ul>

MA.K12.MTR.1.1:

- Help and support each other when attempting a new method or approach.

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- **Develop students' ability to analyze and problem solve.**
- **Recognize students' effort when solving challenging problems.**

Demonstrate understanding by representing problems in multiple ways.  
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.  
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.



MA.K12.MTR.6.1:	<ul style="list-style-type: none"> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.10.C.1.5:	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to address the needs of a specific audience.
ELA.10.C.2.1:	<p>Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.</p> <p><b>Clarifications:</b> Clarification 1: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation. Clarification 2: For further guidance, see the Secondary Oral Communication Rubric.</p>
ELA.10.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b> Clarification 1: Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <p>Clarification 2: See Convention Progression by Grade Level for more information.</p>
ELA.10.C.4.1:	<p>Conduct research to answer a question, refining the scope of the question to align with findings, and synthesizing information from multiple reliable and valid sources.</p> <p><b>Clarifications:</b> Clarification 1: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p>
ELA.10.C.5.1:	<p>Create digital presentations to improve understanding of findings, reasoning, and evidence.</p> <p><b>Clarifications:</b> Clarification 1: The presentation may be delivered live or delivered as a stand-alone digital experience.</p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p>

	In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
SS.912.E.1.13:	Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.
SS.912.P.12.2:	Define processes involved in problem solving and decision making. <b>Clarifications:</b> Examples may include, but are not limited to, identification, analysis, solution generation, plan, implement, and evaluate.
SS.912.P.12.4:	Describe obstacles to problem solving. <b>Clarifications:</b> Examples may include, but are not limited to, fixation and functional fixedness.
SS.912.P.12.5:	Describe obstacles to decision making. <b>Clarifications:</b> Examples may include, but are not limited to, confirmation bias, counterproductive heuristics, and overconfidence.
HE.912.B.4.3:	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. <b>Clarifications:</b> Effective verbal and nonverbal communication, compromise, and conflict-resolution.
HE.912.B.5.4:	Assess whether individual or collaborative decision making is needed to make a healthy decision. <b>Clarifications:</b> Planning a post-high school career/education, purchasing the family's groceries for the week, planning the weekly menu, planning appropriate activities for siblings, community planning, Internet safety, and purchasing insurance.
HE.912.B.5.5:	Examine barriers that can hinder healthy decision making. <b>Clarifications:</b> Interpersonal, financial, environmental factors, and accessibility of health information.
PE.912.C.2.20:	Identify appropriate methods to resolve physical conflict.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) is a program designed to increase students' aspirations toward high school and beyond and ultimately increase the number of students who are prepared to enter and succeed in postsecondary education.

The purpose of this course is to prepare students for college readiness and success. Students will receive instruction, supported by state standards, in areas that include:

- **Student Agency** - activities that focus on student initiative, problem solving, decision making, leadership, and community involvement;
- **Rigorous Academic Preparedness** - academic success skills with activities that focus on writing, mathematics, collaboration, public speaking, and organization; and
- **College and Careers** - activities related to college preparation and building career knowledge.

This course will target students in the academic middle with the desire to attend college and the willingness to work hard. Through participation in this course, students will be well equipped to access and complete rigorous courses with the end goal being matriculation into and completion of postsecondary educational programs.

Eligibility for this course could be determined by the student's grade 9 FSA scores and Lexile levels. Students scoring at FSA Levels 2/3 and with a Lexile level = 680 could be given priority for this course.

#### 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: <https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>.

### 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.

## GENERAL INFORMATION

**Course Number:** 1700610

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** State Board Approved

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Research and Critical Thinking > **SubSubject:** General >

**Abbreviated Title:** GEAR UP 2

**Course Length:** Year (Y)

**Course Level:** 2

# GEAR Up 3 (#1700620) 2020 - 2022 (current)

## Course Standards

The following standards are also included in this course to support students' understanding of the course objectives.

- Evaluate the impact of decisions on others.
- Create a systematic decision-making model for personal financial decisions and circumstances.
- Maintain a strong support network for academic and career success.
- Identify mentors who influence, support, and guide future transitions and success.
- Demonstrate an understanding of positive self-worth and recognize limits in the emotional capacity of individuals.
- Identify personal attributes as areas of strength or weakness.
- Differentiate between individual strengths and weaknesses as motivators and/or limiters.
- Celebrate self-advocacy as a personal strength.
- Accept weaknesses as an opportunity for change.
- Reflect on conflict situations to strengthen ability to deal with the emotions that accompany conflict in leadership roles.
- Negotiate roles within a collaborative group through the adoption of effective elements of collaboration.
- Adjust ineffective verbal and non-verbal communication into effective communication.
- Speak effectively before whole class.

Name	Description
LAFS.1112.W.1.1:	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> <li>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</li> <li>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of <b>both in a manner that anticipates the audience's knowledge level</b>, concerns, values, and possible biases.</li> <li>Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
LAFS.1112.W.1.2:	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> <li>Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information <b>and examples appropriate to the audience's knowledge of the topic</b>.</li> <li>Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ol>
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.W.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.K12.SL.1.1:	Prepare for and participate effectively in a range of conversations and <b>collaborations with diverse partners, building on others' ideas and</b> expressing their own clearly and persuasively.
MAFS.K12.MP.1.1:	<p><b>Make sense of problems and persevere in solving them.</b></p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different</p>

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.

SS.912.E.1.13:

Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.

SS.912.P.12.2:

Define processes involved in problem solving and decision making.

**Clarifications:**

Examples may include, but are not limited to, identification, analysis, solution generation, plan, implement, and evaluate.

SS.912.P.12.4:

Describe obstacles to problem solving.

**Clarifications:**

Examples may include, but are not limited to, fixation and functional fixedness.

	Describe obstacles to decision making.
SS.912.P.12.5:	<b>Clarifications:</b> Examples may include, but are not limited to, confirmation bias, counterproductive heuristics, and overconfidence.
	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
HE.912.B.4.3:	<b>Clarifications:</b> Effective verbal and nonverbal communication, compromise, and conflict-resolution.
	Assess whether individual or collaborative decision making is needed to make a healthy decision.
HE.912.B.5.4:	<b>Clarifications:</b> Planning a post-high school career/education, purchasing the family's groceries for the week, planning the weekly menu, planning appropriate activities for siblings, community planning, Internet safety, and purchasing insurance.
	Examine barriers that can hinder healthy decision making.
HE.912.B.5.5:	<b>Clarifications:</b> Interpersonal, financial, environmental factors, and accessibility of health information.
PE.912.C.2.20:	Identify appropriate methods to resolve physical conflict.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) is a program designed to increase **students' aspirations toward high school and beyond** and ultimately increase the number of students who are prepared to enter and succeed in postsecondary education.

The purpose of this course is to prepare students for college readiness and success. Students will receive instruction, supported by state standards, in areas that include:

- **Student Agency** - activities that focus on student initiative, problem solving, decision making, leadership, and community involvement;
- **Rigorous Academic Preparedness** - academic success skills with activities that focus on writing, mathematics, collaboration, public speaking, and organization; and
- **College and Careers** - activities related to college preparation and building career knowledge.

This course will target students in the academic middle with the desire to attend college and the willingness to work hard. Through participation in this course, students will be well equipped to access and complete rigorous courses with the end goal being matriculation into and completion of postsecondary educational programs.

Eligibility for this course could be determined by the student's grade 10 FSA scores and Lexile levels. Students scoring at FSA Levels 2/3 and with a Lexile level = 680 could be given priority for this course.

#### 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: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>.

### 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.**

### GENERAL INFORMATION

**Course Number:** 1700620

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Course Approved

**Course Path:** Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Research and Critical

Thinking > **SubSubject:** General >

**Abbreviated Title:** GEAR UP 3

**Course Length:** Year (Y)

**Course Level:** 2

## Course Standards

The following standards are also included in this course to support students' understanding of the course objectives.

- Evaluate the impact of decisions on others.
- Create a systematic decision-making model for personal financial decisions and circumstances.
- Maintain a strong support network for academic and career success.
- Identify mentors who influence, support, and guide future transitions and success.
- Demonstrate an understanding of positive self-worth and recognize limits in the emotional capacity of individuals.
- Identify personal attributes as areas of strength or weakness.
- Differentiate between individual strengths and weaknesses as motivators and/or limiters.
- Celebrate self-advocacy as a personal strength.
- Accept weaknesses as an opportunity for change.
- Reflect on conflict situations to strengthen ability to deal with the emotions that accompany conflict in leadership roles.
- Negotiate roles within a collaborative group through the adoption of effective elements of collaboration.
- Adjust ineffective verbal and non-verbal communication into effective communication.
- Speak effectively before whole class.

Name	Description
MA.912.AR.2.1:	Given a real-world context, write and solve one-variable multi-step linear equations.
MA.912.AR.2.5:	Solve and graph mathematical and real-world problems that are modeled with linear functions. Interpret key features and determine constraints in terms of the context. <b>Clarifications:</b> Clarification 1: Key features are limited to domain, range, intercepts and rate of change. Clarification 2: Instruction includes the use of standard form, slope-intercept form and point-slope form. Clarification 3: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation. Clarification 4: Within the Algebra 1 course, notations for domain, range and constraints are limited to inequality and set-builder. Clarification 5: Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.
MA.912.AR.5.3:	Given a mathematical or real-world context, classify an exponential function as representing growth or decay. <b>Clarifications:</b> Clarification 1: Within the Algebra 1 course, exponential functions are limited to the forms $f(x) = ab^x$ , where $b$ is a whole number greater than 1 or a unit fraction, or $f(x) = a(1 \pm r)^x$ , where $0 < r < 1$ .
MA.912.DP.1.2:	Interpret data distributions represented in various ways. State whether the data is numerical or categorical, whether it is univariate or bivariate and interpret the different components and quantities in the display. <b>Clarifications:</b> Clarification 1: Within the Probability and Statistics course, instruction includes the use of spreadsheets and technology.
MA.912.F.1.3:	Calculate and interpret the average rate of change of a real-world situation represented graphically, algebraically or in a table over a specified interval. <b>Clarifications:</b> Clarification 1: Instruction includes making the connection to determining the slope of a particular line segment.
MA.912.FL.1.2:	Extend previous knowledge of ratios and proportional relationships to solve real-world problems involving money and business.
MA.912.FL.2.1:	Given assets and liabilities, calculate net worth using spreadsheets and other technology. <b>Clarifications:</b> Clarification 1: Instruction includes net worth for a business and for an individual. Clarification 2: Instruction includes understanding the difference between a capital asset and a liquid asset. Clarification 3: Instruction includes displaying net worth over time in a table or graph.
MA.912.FL.3.1:	Compare simple, compound and continuously compounded interest over time. <b>Clarifications:</b> Clarification 1: Instruction includes taking into consideration the annual percentage rate (APR) when comparing simple and compound interest.
MA.912.FL.3.3:	Solve real-world problems involving present value and future value of money
MA.912.FL.3.5:	Compare the advantages and disadvantages of using cash versus personal financing options. <b>Clarifications:</b> Clarification 1: Instruction includes advantages and disadvantages for a business and for an individual. Clarification 2: Personal financing options include debit cards, credit cards, installment plans and loans.
	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>• Analyze the problem in a way that makes sense given the task.</li> <li>• Ask questions that will help with solving the task.</li> <li>• Build perseverance by modifying methods as needed while solving a challenging task.</li> </ul>

- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- **Develop students' ability to analyze and problem solve.**
- **Recognize students' effort when solving challenging problems.**

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.



MA.K12.MTR.6.1:	<ul style="list-style-type: none"> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• <b>Prompt students to continually ask, "Does this solution make sense? How do you know?"</b></li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• <b>Strengthen students' ability to verify solutions through justifications.</b></li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• <b>Perform investigations to gather data or determine if a method is appropriate.</b> • <b>Redesign models and methods to improve accuracy or efficiency.</b></li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.11.C.1.5:	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to improve clarity, structure, and style.
ELA.11.C.2.1:	<p>Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate.</p> <p><b>Clarifications:</b> Clarification 1: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. This benchmark introduces rhetorical devices to the benchmark, building on what students have learned in R.3.2 and giving them a chance to apply it. Clarification 2: For further guidance, see the Secondary Oral Communication Rubric.</p>
ELA.11.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b> Clarification 1: Skills to be mastered at this grade level are as follows: • Use knowledge of usage rules to create flow in writing and presenting. Clarification 2: See Convention Progression by Grade Level for more information.</p>
ELA.11.C.4.1:	<p>Conduct literary research to answer a question, refining the scope of the question to align with interpretations of texts, and synthesizing information from primary and secondary sources.</p> <p><b>Clarifications:</b> Clarification 1: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. <b>Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</b></p>
ELA.11.C.5.1:	<p>Create digital presentations to improve the experience of the audience.</p> <p><b>Clarifications:</b> Clarification 1: At this grade level, students are using multiple elements. The presentation may be delivered live or delivered as a stand-alone digital experience. The elements should be of different types. The elements should relate directly to the presentation and be incorporated in a way that engages the audience.</p>
ELA.11.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b> Clarification 1: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence. Clarification 2: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by <b>speakers and peers</b>. <b>Students cite texts that they've directly quoted, paraphrased, or used for information.</b> When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
	Make inferences to support comprehension.

ELA.K12.EE.3.1:	<b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.4.1:	<b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.5.1:	<b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	<b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
SS.912.E.1.13:	Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.
	Define processes involved in problem solving and decision making.
SS.912.P.12.2:	<b>Clarifications:</b> Examples may include, but are not limited to, identification, analysis, solution generation, plan, implement, and evaluate.
	Describe obstacles to problem solving.
SS.912.P.12.4:	<b>Clarifications:</b> Examples may include, but are not limited to, fixation and functional fixedness.
	Describe obstacles to decision making.
SS.912.P.12.5:	<b>Clarifications:</b> Examples may include, but are not limited to, confirmation bias, counterproductive heuristics, and overconfidence.
	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
HE.912.B.4.3:	<b>Clarifications:</b> Effective verbal and nonverbal communication, compromise, and conflict-resolution.
	Assess whether individual or collaborative decision making is needed to make a healthy decision.
HE.912.B.5.4:	<b>Clarifications:</b> Planning a post-high school career/education, purchasing the family's groceries for the week, planning the weekly menu, planning appropriate activities for siblings, community planning, Internet safety, and purchasing insurance.
	Examine barriers that can hinder healthy decision making.
HE.912.B.5.5:	<b>Clarifications:</b> Interpersonal, financial, environmental factors, and accessibility of health information.
PE.912.C.2.20:	Identify appropriate methods to resolve physical conflict.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) is a program designed to increase students' aspirations toward high school and beyond and ultimately increase the number of students who are prepared to enter and succeed in postsecondary education.

The purpose of this course is to prepare students for college readiness and success. Students will receive instruction, supported by state standards, in areas that include:

- **Student Agency** - activities that focus on student initiative, problem solving, decision making, leadership, and community involvement;
- **Rigorous Academic Preparedness** - academic success skills with activities that focus on writing, mathematics, collaboration, public speaking, and organization; and
- **College and Careers** - activities related to college preparation and building career knowledge.

This course will target students in the academic middle with the desire to attend college and the willingness to work hard. Through participation in this course, students will be well equipped to access and complete rigorous courses with the end goal being matriculation into and completion of postsecondary educational programs.

Eligibility for this course could be determined by the student's grade 10 FSA scores and Lexile levels. Students scoring at FSA Levels 2/3 and with a Lexile level = 680 could be given priority for this course.

#### 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: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>.

## 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.**

## GENERAL INFORMATION

**Course Number:** 1700620

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** State Board Approved

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Research and Critical

Thinking > **SubSubject:** General >

**Abbreviated Title:** GEAR UP 3

**Course Length:** Year (Y)

**Course Level:** 2

# GEAR Up 4 (#1700630) 2020 - 2022 (current)

## Course Standards

The following standards are also included in this course to support students' understanding of the course objectives.

- Evaluate the impact of decisions on others.
- Make appropriate personal financial choices.
- Generate and maintain a network of support for current and future success.
- Demonstrate an understanding of positive self-worth and recognize limits in the emotional capacity of individuals.
- Identify personal attributes as areas of strength or weakness.
- Differentiate between individual strengths and weaknesses as motivators and/or limiters.
- Celebrate self-advocacy as a personal strength.
- Accept weaknesses as an opportunity for change.
- Manage and resolve conflicts with others.
- Share responsibility among group members.
- Clearly communicate verbally and non-verbally, including appropriate usage of technology.
- Demonstrate command of language and grammar usage when communicating.
- Adapt speech to a variety of contexts and communicative tasks.

Name	Description
LAFS.1112.W.1.1:	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> <li>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</li> <li>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of <b>both in a manner that anticipates the audience's knowledge level</b>, concerns, values, and possible biases.</li> <li>Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
LAFS.1112.W.1.2:	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> <li>Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information <b>and examples appropriate to the audience's knowledge of the topic</b>.</li> <li>Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ol>
LAFS.1112.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.1112.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.1112.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LAFS.1112.W.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.1112.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAFS.1112.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.K12.SL.1.1:	Prepare for and participate effectively in a range of conversations and <b>collaborations with diverse partners, building on others' ideas and</b> expressing their own clearly and persuasively.
MAFS.K12.MP.1.1:	<p><b>Make sense of problems and persevere in solving them.</b></p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different</p>

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.

SS.912.E.1.13:

Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.

SS.912.P.12.2:

Define processes involved in problem solving and decision making.

**Clarifications:**

Examples may include, but are not limited to, identification, analysis, solution generation, plan, implement, and evaluate.

SS.912.P.12.4:

Describe obstacles to problem solving.

**Clarifications:**

Examples may include, but are not limited to, fixation and functional fixedness.

	Describe obstacles to decision making.
SS.912.P.12.5:	<b>Clarifications:</b> Examples may include, but are not limited to, confirmation bias, counterproductive heuristics, and overconfidence.
	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
HE.912.B.4.3:	<b>Clarifications:</b> Effective verbal and nonverbal communication, compromise, and conflict-resolution.
	Assess whether individual or collaborative decision making is needed to make a healthy decision.
HE.912.B.5.4:	<b>Clarifications:</b> Planning a post-high school career/education, purchasing the family's groceries for the week, planning the weekly menu, planning appropriate activities for siblings, community planning, Internet safety, and purchasing insurance.
	Examine barriers that can hinder healthy decision making.
HE.912.B.5.5:	<b>Clarifications:</b> Interpersonal, financial, environmental factors, and accessibility of health information.
PE.912.C.2.20:	Identify appropriate methods to resolve physical conflict.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) is a program designed to increase **students' aspirations toward high school and beyond** and ultimately increase the number of students who are prepared to enter and succeed in postsecondary education.

The purpose of this course is to prepare students for college readiness and success. Students will receive instruction, supported by state standards, in areas that include:

- **Student Agency** - activities that focus on student initiative, problem solving, decision making, leadership, and community involvement;
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- **College and Careers** - activities related to college preparation and building career knowledge.

This course will target students in the academic middle with the desire to attend college and the willingness to work hard. Through participation in this course, students will be well equipped to access and complete rigorous courses with the end goal being matriculation into and completion of postsecondary educational programs.

Eligibility for this course could be determined by the student's grade 10 FSA scores and Lexile levels. Students scoring at FSA Levels 2/3 and with a Lexile level = 680 could be given priority for this course.

#### 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: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>.

### 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.**

### GENERAL INFORMATION

**Course Number:** 1700630

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Course Approved

**Course Path:** Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** Research and Critical Thinking > **SubSubject:** General >

**Abbreviated Title:** GEAR UP 4

**Course Length:** Year (Y)

**Course Level:** 2

## Course Standards

The following standards are also included in this course to support students' understanding of the course objectives.

- Evaluate the impact of decisions on others.
- Make appropriate personal financial choices.
- Generate and maintain a network of support for current and future success.
- Demonstrate an understanding of positive self-worth and recognize limits in the emotional capacity of individuals.
- Identify personal attributes as areas of strength or weakness.
- Differentiate between individual strengths and weaknesses as motivators and/or limiters.
- Celebrate self-advocacy as a personal strength.
- Accept weaknesses as an opportunity for change.
- Manage and resolve conflicts with others.
- Share responsibility among group members.
- Clearly communicate verbally and non-verbally, including appropriate usage of technology.
- Demonstrate command of language and grammar usage when communicating.
- Adapt speech to a variety of contexts and communicative tasks.

Name	Description
MA.912.AR.2.1:	Given a real-world context, write and solve one-variable multi-step linear equations.
MA.912.AR.2.5:	Solve and graph mathematical and real-world problems that are modeled with linear functions. Interpret key features and determine constraints in terms of the context. <b>Clarifications:</b> Clarification 1: Key features are limited to domain, range, intercepts and rate of change. Clarification 2: Instruction includes the use of standard form, slope-intercept form and point-slope form. Clarification 3: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation. Clarification 4: Within the Algebra 1 course, notations for domain, range and constraints are limited to inequality and set-builder. Clarification 5: Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.
MA.912.AR.5.3:	Given a mathematical or real-world context, classify an exponential function as representing growth or decay. <b>Clarifications:</b> Clarification 1: Within the Algebra 1 course, exponential functions are limited to the forms $f(x) = ab^x$ , where $b$ is a whole number greater than 1 or a unit fraction, or $f(x) = a(1 \pm r)^x$ , where $0 < r < 1$ .
MA.912.DP.1.2:	Interpret data distributions represented in various ways. State whether the data is numerical or categorical, whether it is univariate or bivariate and interpret the different components and quantities in the display. <b>Clarifications:</b> Clarification 1: Within the Probability and Statistics course, instruction includes the use of spreadsheets and technology.
MA.912.F.1.3:	Calculate and interpret the average rate of change of a real-world situation represented graphically, algebraically or in a table over a specified interval. <b>Clarifications:</b> Clarification 1: Instruction includes making the connection to determining the slope of a particular line segment.
MA.912.FL.1.2:	Extend previous knowledge of ratios and proportional relationships to solve real-world problems involving money and business.
MA.912.FL.2.1:	Given assets and liabilities, calculate net worth using spreadsheets and other technology. <b>Clarifications:</b> Clarification 1: Instruction includes net worth for a business and for an individual. Clarification 2: Instruction includes understanding the difference between a capital asset and a liquid asset. Clarification 3: Instruction includes displaying net worth over time in a table or graph.
MA.912.FL.3.1:	Compare simple, compound and continuously compounded interest over time. <b>Clarifications:</b> Clarification 1: Instruction includes taking into consideration the annual percentage rate (APR) when comparing simple and compound interest.
MA.912.FL.3.3:	Solve real-world problems involving present value and future value of money
MA.912.FL.3.5:	Compare the advantages and disadvantages of using cash versus personal financing options. <b>Clarifications:</b> Clarification 1: Instruction includes advantages and disadvantages for a business and for an individual. Clarification 2: Personal financing options include debit cards, credit cards, installment plans and loans.
	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>• Analyze the problem in a way that makes sense given the task.</li> <li>• Ask questions that will help with solving the task.</li> <li>• Build perseverance by modifying methods as needed while solving a challenging task.</li> </ul>

- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

MA.K12.MTR.1.1:

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- **Develop students' ability to analyze and problem solve.**
- **Recognize students' effort when solving challenging problems.**

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

MA.K12.MTR.2.1:

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

MA.K12.MTR.3.1:

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

MA.K12.MTR.4.1:

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

MA.K12.MTR.5.1:

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.



MA.K12.MTR.6.1:	<ul style="list-style-type: none"> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• <b>Prompt students to continually ask, "Does this solution make sense? How do you know?"</b></li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• <b>Strengthen students' ability to verify solutions through justifications.</b></li> </ul>
MA.K12.MTR.7.1:	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• <b>Perform investigations to gather data or determine if a method is appropriate.</b> • <b>Redesign models and methods to improve accuracy or efficiency.</b></li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
ELA.12.C.1.5:	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to enhance purpose, clarity, structure, and style.
ELA.12.C.2.1:	<p>Present information orally, with a logical organization, coherent focus, and credible evidence while employing effective rhetorical devices where appropriate.</p> <p><b>Clarifications:</b> Clarification 1: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. Students will be using rhetorical devices as introduced in the 11th grade benchmark. Added to this grade level is a responsiveness to the needs of the audience and adapting to audience response. Students will read the nonverbal cues of the audience to do this. Students first learned nonverbal cues in elementary for this benchmark. Clarification 2: For further guidance, see the Secondary Oral Communication Rubric.</p>
ELA.12.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b> Clarification 1: See Convention Progression by Grade Level for more information.</p>
ELA.12.C.4.1:	<p>Conduct research on a topical issue to answer a question and synthesize information from a variety of sources.</p> <p><b>Clarifications:</b> Clarification 1: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. <b>Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</b></p>
ELA.12.C.5.1:	<p>Design and evaluate digital presentations for effectiveness.</p> <p><b>Clarifications:</b> Clarification 1: The presentation may be delivered live or delivered as a stand-alone digital experience.</p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by <b>speakers and peers</b>. <b>Students cite texts that they've directly quoted, paraphrased, or used for information.</b> When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or <b>make predictions about what will happen based on the title page.</b> Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p>

	In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
SS.912.E.1.13:	Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.
SS.912.P.12.2:	Define processes involved in problem solving and decision making. <b>Clarifications:</b> Examples may include, but are not limited to, identification, analysis, solution generation, plan, implement, and evaluate.
SS.912.P.12.4:	Describe obstacles to problem solving. <b>Clarifications:</b> Examples may include, but are not limited to, fixation and functional fixedness.
SS.912.P.12.5:	Describe obstacles to decision making. <b>Clarifications:</b> Examples may include, but are not limited to, confirmation bias, counterproductive heuristics, and overconfidence.
HE.912.B.4.3:	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. <b>Clarifications:</b> Effective verbal and nonverbal communication, compromise, and conflict-resolution.
HE.912.B.5.4:	Assess whether individual or collaborative decision making is needed to make a healthy decision. <b>Clarifications:</b> Planning a post-high school career/education, purchasing the family's groceries for the week, planning the weekly menu, planning appropriate activities for siblings, community planning, Internet safety, and purchasing insurance.
HE.912.B.5.5:	Examine barriers that can hinder healthy decision making. <b>Clarifications:</b> Interpersonal, financial, environmental factors, and accessibility of health information.
PE.912.C.2.20:	Identify appropriate methods to resolve physical conflict.
PE.912.L.3.3:	Identify a variety of activities that promote effective stress management.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) is a program designed to increase students' aspirations toward high school and beyond and ultimately increase the number of students who are prepared to enter and succeed in postsecondary education.

The purpose of this course is to prepare students for college readiness and success. Students will receive instruction, supported by state standards, in areas that include:

- **Student Agency** - activities that focus on student initiative, problem solving, decision making, leadership, and community involvement;
- **Rigorous Academic Preparedness** - academic success skills with activities that focus on writing, mathematics, collaboration, public speaking, and organization; and
- **College and Careers** - activities related to college preparation and building career knowledge.

This course will target students in the academic middle with the desire to attend college and the willingness to work hard. Through participation in this course, students will be well equipped to access and complete rigorous courses with the end goal being matriculation into and completion of postsecondary educational programs.

Eligibility for this course could be determined by the student's grade 10 FSA scores and Lexile levels. Students scoring at FSA Levels 2/3 and with a Lexile level = 680 could be given priority for this course.

#### 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: <https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>.

### 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.

## GENERAL INFORMATION

**Course Number:** 1700630

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Research and Critical Thinking > **SubSubject:** General >

**Abbreviated Title:** GEAR UP 4

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** State Board Approved

# International Baccalaureate Approaches to Learning (#1700800) 2014 - And Beyond (current)

## General Course Information and Notes

### GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### GENERAL INFORMATION

<b>Course Number:</b> 1700800	<b>Course Path:</b> <b>Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> Research and Critical Thinking > <b>SubSubject:</b> General >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> IB APPROACH TO LRNG
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Course Approved	<b>Course Attributes:</b>
<b>Grade Level(s):</b> 9,10,11,12	<ul style="list-style-type: none"><li>International Baccalaureate (IB)</li></ul>
	<b>Course Level:</b> 3

### Educator Certifications

Humanities (Elementary and Secondary Grades K-12)
English (Grades 6-12)
Biology (Grades 6-12)
Social Science (Grades 6-12)

# International Baccalaureate Approaches to Learning 2 (#1700810) 2014 - And Beyond (current)

## General Course Information and Notes

### GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### GENERAL INFORMATION

**Course Number:** 1700810

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Course Approved

**Course Path:** **Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Research and Critical Thinking > **SubSubject:** General >

**Abbreviated Title:** IB APPROACH TO LRNG2

**Course Length:** Year (Y)

**Course Attributes:**

- International Baccalaureate (IB)

**Course Level:** 3

### Educator Certifications

Humanities (Elementary and Secondary Grades K-12)

English (Grades 6-12)

Biology (Grades 6-12)

Social Science (Grades 6-12)

# International Baccalaureate Personal & Professional Skills 1 (#1700820) 2016 - And Beyond (current)

## General Course Information and Notes

### GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### GENERAL INFORMATION

**Course Number:** 1700820

**Number of Credits:** One (1) credit

**Course Type:** Elective Course

**Course Status:** Course Approved

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

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** Research and Critical Thinking > **SubSubject:** General >

**Abbreviated Title:** IB PERS & PROF SKLS1

**Course Length:** Year (Y)

**Course Attributes:**

- International Baccalaureate (IB)

**Course Level:** 3

### Educator Certifications

Humanities (Elementary and Secondary Grades K-12)
English (Grades 6-12)
Biology (Grades 6-12)
Social Science (Grades 6-12)
Economics (Grades 6-12)
Business Education (Grades 6-12)

# IB Personal and Professional Skills 2 (#1700830) 2017 - And Beyond

(current)

## General Course Information and Notes

### GENERAL NOTES

The curriculum description for this IB course is provided at <http://www.ibo.org/en/programmes/>.

### GENERAL INFORMATION

<b>Course Number:</b> 1700830	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> Research and Critical Thinking > <b>SubSubject:</b> General >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> IB PERS & PROF SKLS2
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Course Approved	<b>Course Attributes:</b>
<b>Grade Level(s):</b> 9,10,11,12	<ul style="list-style-type: none"><li>International Baccalaureate (IB)</li></ul>
	<b>Course Level:</b> 3

### Educator Certifications

English (Grades 6-12)
Humanities (Elementary and Secondary Grades K-12)
Biology (Grades 6-12)
Social Science (Grades 6-12)
Economics (Grades 6-12)
Business Education (Grades 6-12)