Course: Skills for Students who are Visually Impaired- 7963050

Direct link to this page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3609.aspx>

BASIC INFORMATION

Course Title:	Skills for Students who are Visually Impaired
Course Number:	7963050
Course Abbreviated Title:	SKLS STUS VISUAL IMP
Course Path:	**Section:** Exceptional Student Education **Grade Group:** Senior High and Adult **Subject:** Special Skills Courses
Number of Credits:	Multiple Credit (more than 1 credit)
Status:	State Board Approved
Version Description:	**A. Major Concepts/Content.** The purpose of this course is to provide instruction for students who have visual impairments which affect their ability to function in the home, community, or educational setting. The content should include, but not be limited to, the following: - maximum use of sensory input - access to print information through use of strategies and modifications for completion of general education requirements - personal communication systems - personal management - social and interpersonal relationships - productivity and career options This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter.

Students with disabilities shall:

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

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

In order to address the full range of special skills, students with visual impairments may be enrolled in Orientation and Mobility Skills, Course Number 7963060.

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

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

	occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment. Activities may be arranged to extend beyond scheduled school hours.
Verion Requirements:	**C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the State Standards for Special Diploma. Note that a student with a visual impairment and other disabilities may pursue a Special Diploma. **After successfully completing this course, the student will:** **1. Use strategies and modifications for completion of education requirements for a standard or special diploma.** CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student. CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student. CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student. **2. Maximize use of sensory abilities through knowledge of personal visual loss as well as functioning and application of assistive devices, techniques, and resources.** **3. Access print information through a personal communication system or appropriate technological devices.** CL.B.1.In.1 identify and locate oral, print, or visual information for specified purposes. CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes. CL.B.1.In.3 organize and retrieve oral, print, or visual information for specified purposes.

CL.B.1.Su.1 identify and locate oral, print, or visual information to accomplish functional tasks–with guidance and support.
CL.B.1.Su.2 interpret and use oral, print, or visual information to accomplish functional tasks–with guidance and support.
CL.B.1.Pa.1 participate in recognition and use of information when engaged in daily activities–with assistance.

4. Use appropriate skills when communicating with others.

CO.A.1.In.1 initiate communication and respond effectively in a variety of situations.
CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations–with guidance and support.
CO.A.1.Pa.1 participate in effective communication with others–with assistance.

5. Demonstrate knowledge of services, agencies, and organizations available to persons with visual impairments.

IF.A.2.In.1 select and use community resources and services for specified purposes.
IF.A.2.Su.1 use community resources and services–with guidance and support.
IF.A.2.Pa.1 participate in activities involving the use of community resources and services–with assistance.

6. Demonstrate knowledge and skills needed to obtain books, tapes, and other personally useful services.

IF.A.2.In.1 select and use community resources and services for specified purposes.
IF.A.2.Su.1 use community resources and services–with guidance and support.
IF.A.2.Pa.1 participate in activities involving community resources and services–with assistance.

7. Demonstrate techniques of personal management that enable an individual to function as independently as possible in the areas of personal care, sexuality, health, first aid and safety, home care, community living, use of leisure time, and use of practical skills including telephone usage, time management, and money skills.

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

home and community.

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

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

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

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

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

8. Demonstrate knowledge and skills needed to build and maintain satisfactory interpersonal relationships, to behave appropriately in social situations, to solve interpersonal and intrapersonal problems appropriately, to interact socially, and to communicate one's thoughts for constructive daily living interaction.

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

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

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

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

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

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

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

IF.B.2.Pa.2 participate in responding appropriately to unexpected events and potentially harmful situations–with assistance.

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

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

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

	9. Demonstrate knowledge of own Individual Educational Plan, including participation in the team meeting, if appropriate. **10. Demonstrate knowledge of productivity and career options by setting goals, organizing tasks toward meeting goals, and carrying out plans commensurate with personal, daily living, or work needs.** IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks. IF.B.1.In.2 carry out and revise plans related to decisions about personal and career choices. IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals–with guidance and support. IF.B.1.Su.2 carry out plans and adjust to changing circumstances–with guidance and support. IF.B.1.Pa.1 participate in expressing personal needs–with assistance. **11. Articulate a realistic vocational/career goal or vocational educational plan.** CL.C.1.In.1 use knowledge of occupations and characteristics of the workplace in making career choices. CL.C.1.In.2 identify individual rights and responsibilities in the workplace. CL.C.1.In.3 make general preparations for entering the work force. CL.C.1.Su.1 recognize expectations of occupations and characteristics of the workplace in making career choices–with guidance and support. CL.C.1.Su.2 recognize individual rights and responsibilities in the workplace–with guidance and support. CL.C.1.Su.3 make general preparations for entering the work force–with guidance and support. CL.C.1.Pa.1 show willingness or interest in participating in work or community activities–with assistance.

Course: Orientation and Mobility: 9–12-7963060

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse5132.aspx

BASIC INFORMATION

Course Title:	Orientation and Mobility: 9–12
Course Number:	7963060
Course Abbreviated Title:	ORIEN MOBLTY SKLS
Course Path:	**Section:** Exceptional Student Education **Grade Group:** Senior High and Adult **Subject:** Special Skills Courses
Status:	Draft - Board Approval Pending
General Notes:	The purpose of this course is to enable students with visual impairments to develop skills leading to safe, efficient, and independent movement and travel skills and knowledge of their presence within the environment to achieve annual goals based on assessed needs and the student's individual educational plan (IEP). This course is designed for students with disabilities whose IEPs indicate the need for intensive individualized intervention in orientation and mobility skills. A visual impairment affects the students' knowledge of their surroundings, their relationship to their settings, and their ability to travel within the physical and social environments. Students identified as visually impaired should be referred for an orientation and mobility evaluation as changes in vision, functioning, or developmental needs are observed. Placement in this course is determined by an assessment performed by an orientation and mobility specialist. A student may earn multiple credits in this course. The particular

| | course requirements that the student should master to earn each credit must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

Instructional activities involving practical applications of course requirements may occur in home, school, community, and employment settings for the purposes of acquisition, practice, generalization, and maintenance of skills. These applications may require that the student use related technology, tools, and equipment. Activities may be arranged to extend beyond scheduled school hours.

This course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student's IEP. |
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| **Verion Requirements:** | VISU IMPRD 6/ORIEN MOBL E
Any field when cert reflects bachelor/higher AND orientation and mobility endorsement |

STANDARDS (18)

US.PK12.IF.10 Route Travel

US.PK12.IF.10.1 :	Plan and implement safe decision making when traveling in familiar and unfamiliar environments. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Route Travel

US.PK12.IF.11 Soliciting and Declining Assistance

US.PK12.IF.11.1 :	Respond appropriately to offers of assistance when traveling. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Soliciting and Declining Assistance
US.PK12.IF.11.2 :	Solicit necessary assistance when traveling. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Soliciting and Declining Assistance

US.PK12.IF.11.3 :	Use nontraditional devices and adaptive mobility devices, such as wheelchair, walkers, or support canes, as required by the situation. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Soliciting and Declining Assistance
US.PK12.IF.11.4 :	Plan, use, and manage private, public, and para-transit transportation for safe and efficient travel. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Soliciting and Declining Assistance

US.PK12.IF.5 Foundational Skills for Orientation and Mobility

US.PK12.IF.5.1 :	Identify personal body parts and analyze location relative to self and the environment. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Foundational Skills for Orientation and Mobility
US.PK12.IF.5.2 :	Perform basic locomotor and nonlocomotor movements, such as those needed to mobilize and/or hold and control mobility tools. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Foundational Skills for Orientation and Mobility
US.PK12.IF.5.3 :	Use sighted guide techniques, trailing, and protective techniques as appropriate for setting and student's developmental level. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Foundational Skills for Orientation and Mobility

US.PK12.IF.6 Environmental Orienting Techniques

US.PK12.IF.6.1 :	Recognize and locate geometric shapes in varying formats and settings, such as recognizing an octagon and placing it within the environment (stop sign). Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Environmental Orienting Techniques
US.PK12.IF.6.2 :	Distinguish between permanent and transitory items in the environment. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Environmental Orienting Techniques
US.PK12.IF.6.3 :	Identify common auditory environmental stimuli and locations, such as the sound of a water fountain in the hallway and traffic sounds in the roads. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Environmental Orienting Techniques
US.PK12.IF.6.4 :	Identify olfactory environmental information and cues, such as

	scents of food (restaurant), gasoline (gas station), and animals (pet store). Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Environmental Orienting Techniques
US.PK12.IF.6.5 :	Use environmental orienting techniques, such as using landmarks and tactual markers, for familiarizing areas in urban and rural settings. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Environmental Orienting Techniques

US.PK12.IF.7 Personal Orienting Techniques

US.PK12.IF.7.1 :	Use personal orienting techniques, such as squaring off, parallel alignment, and locating dropped objects. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Personal Orienting Techniques

US.PK12.IF.8 Independent Travel Skills

US.PK12.IF.8.1 :	Perform independent travel skills using landmarks and cues. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Independent Travel Skills
US.PK12.IF.8.2 :	Use mobility tools, such as a pre-cane, cane, low-vision device, or electronic device, to travel independently. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Independent Travel Skills
US.PK12.IF.8.3 :	Use environment-specific skills, such as crossing streets, riding in escalators and elevators, and adapting to variations in lighting. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Independent Travel Skills

US.PK12.IF.9 Spatial Awareness and Directions

US.PK12.IF.9.1 :	Use spatial awareness skills and cardinal directions to orient oneself in the environment. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Spatial Awareness and Directions

Course: Unique Skills Social and Emotional: 9–12- 7963070

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3612.aspx

BASIC INFORMATION

Course Title:	Unique Skills Social and Emotional: 9–12
Course Number:	7963070
Course Abbreviated Title:	SOC PERS SKLS
Course Path:	**Section:** Exceptional Student Education **Grade Group:** Senior High and Adult **Subject:** Special Skills Courses
Number of Credits:	Multiple Credit (more than 1 credit)
Status:	Draft - Board Approval Pending
General Notes:	The purpose of this course is to enable students with disabilities to acquire and generalize skills related to self management and interpersonal relationships in educational, home, community, and employment settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP). The course is designed for students with disabilities who need intensive individualized intervention in social and emotional behavior to foster the acquisition and generalization of self-management and interpersonal skills. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis and relate to achievement of annual goals on the student's IEP. Delivery of this course is setting neutral (resource room, self-contained class, embedded instruction, elective course). Instructional activities involving practical applications of course requirements may occur in home, school, community, and employment settings for the purpose of acquisition, practice, generalization, and maintenance of

	skills. The course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.
Verion Requirements:	ANY EXCEPT ED FIELD

STANDARDS (17)

US.PK12.SE.1.1b:	Identify personal emotions and feelings and their impact on physical and mental well-being.
US.PK12.SE.1.2b:	Identify ways that personal strengths can compensate for areas of need.
US.PK12.SE.1.3:	Express a range of personal emotions and feelings in a socially acceptable manner.
US.PK12.SE.1.5b:	Use a systematic approach for making decisions about personal needs, including identifying need or problem, determining possible solutions, selecting the best option, accepting consequences and responsibility, and evaluating the effectiveness of the decision.
US.PK12.SE.1.6:	Self-advocate for personal needs in a socially appropriate manner.
US.PK12.SE.1.7b:	Demonstrate self-esteem, self-confidence, and pride, such as through self-affirmations, persistence, and self-monitoring.
US.PK12.SE.2.1a:	Identify a range of emotions and feelings of others.
US.PK12.SE.2.2:	Respond in a socially appropriate manner to emotions and feelings of others.
US.PK12.SE.2.3:	Identify and maintain behaviors that build positive relationships with peers and adults, including friendships, family relations, and cooperating with peers.
US.PK12.SE.2.4:	Use basic social communication skills to build positive relationships with peers and adults, such as eye contact, facial expressions, gestures, posture, proximity, touch, appearance, and listening.

US.PK12.SE.2.5:	Maintain positive relationships with peers and adults using basic social skills, such as greetings, turn-taking, sharing materials, and giving and accepting assistance.
US.PK12.SE.2.6:	Work cooperatively in small groups to achieve common outcomes.
US.PK12.SE.2.7b:	Use conflict resolution strategies to resolve differences, such as communicate, negotiate, or mediate.
US.PK12.SE.3.2b:	Identify explicit and implicit behaviors that are based on setting demands and social norms, such as acceptable tone of voice and volume, use of turn-taking behaviors, and movement.
US.PK12.SE.3.3:	Use behaviors and social skills based on setting demands and rules when accessing and using resources in the school and community.
US.PK12.SE.3.4:	Use a systematic approach for problem solving and decision making to resolve problems in school, community, and work settings.
US.PK12.SE.3.5:	Use behaviors and skills, such as self-monitoring, accepting feedback, adjusting own actions, and self-reflection to maintain appropriate conduct in school, community, and employment settings.

Course: Learning Strategies: 9–12- 7963080

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse5136.aspx

BASIC INFORMATION

Course Title:	Learning Strategies: 9–12
Course Number:	7963080
Course Abbreviated Title:	LRNG STRATEGIES
Course Path:	**Section:** Exceptional Student Education **Grade Group:** Senior High and Adult **Subject:** Special Skills Courses
Number of Credits:	Multiple Credit (more than 1 credit)
Course length:	Semester (S)
Status:	Draft - Board Approval Pending
General Notes:	The purpose of this course is to enable students with disabilities to acquire and generalize strategies and skills across academic, community, and employment settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP). This course is designed for students with disabilities who need intensive individualized intervention in learning strategies. The course may address academic skill deficits enabling students to learn strategies to access the general curriculum and close educational gaps. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis and relate to achievement of annual goals on the student's IEP. Instruction in subsequent courses should be designed to build upon students' previously mastered skills, not repeat previous course content.

	Instructional activities involving practical applications of course requirements may occur in home, school, community, and employment settings for the purpose of practice, generalization, and maintenance of skills and strategies. These applications may require that the student be trained in the use of related technology, tools, and equipment. This course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.
Verion Requirements:	ANY EXCEPT ED FIELD

STANDARDS (13)

US.PK12.CL.1 Learning Skills and Strategies

US.PK12.CL.1.1b :	Apply skills and strategies, such as decoding multisyllabic words; analyzing vocabulary, including roots and affixes; making associations; and using visual imagery and mnemonics, to recall and understand information from a variety of media sources. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Learning Skills and Strategies
US.PK12.CL.1.2c :	Apply skills and strategies (scanning, predicting, paraphrasing/ summarizing, rereading, inferencing, retelling, self-questioning, note taking, outlining, and interpreting text structure) to gain information from a variety of media sources and instructional presentations. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Learning Skills and Strategies
US.PK12.CL.1.3c :	Apply skills and strategies in written communication, including setting a purpose for writing, creating complete simple and complex sentences, and organizing information into different types of paragraphs and essays. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Learning Skills and Strategies

US.PK12.CL.1.3d :	Apply skills and strategies to produce clear and coherent oral and written communication, such as planning, creating drafts, editing and proofing, elaborating, rehearsing, revising, and publishing or presenting. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Learning Skills and Strategies
US.PK12.CL.1.4b :	Apply skills and strategies in mathematical concepts and processes and/or computational fluency, such as financial literacy skills, algebraic problem solving, estimation skills, measurement and geometry skills, and comprehension of graphs, tables, and charts. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Learning Skills and Strategies
US.PK12.CL.1.5 :	Use effective test-taking skills and strategies, such as previewing, allocating time, outlining response to essays and short and extended responses, and reviewing answers. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Learning Skills and Strategies
US.PK12.CL.1.6 :	Select and apply effective problem-solving skills and strategies to solve personal, academic, and community-based problems. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Learning Skills and Strategies

US.PK12.CL.2 Task Management

US.PK12.CL.2.1b :	Use effecting task-completion strategies, such as identifying needed resources, planning steps for completion, and self-monitoring. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Task Management
US.PK12.CL.2.2b :	Use effective time-management, planning, and organization skills and strategies, including using a visual schedule or daily planner, setting goals and priorities, and locating, organizing, and sorting information. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Task Management

US.PK12.CL.3 Self-Determination and Self-Management

US.PK12.CL.3.2a :	Use appropriate social skills and strategies to interact with peers and adults across settings, such as cooperative learning, participating in small and large groups, accepting feedback, and resolving conflicts.

	Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Self-Determination and Self-Management
US.PK12.CL.3.3b :	Participate effectively in academic and career planning, including, but not limited to, the IEP, course selection, course of study, post secondary goals, and the transition process. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Self-Determination and Self-Management
US.PK12.CL.3.5 :	Use instructional and assistive technology to locate and access information, participate in computer-based instruction or testing, solve mathematical problems, create documents or images, and communicate with others. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Self-Determination and Self-Management
US.PK12.CL.3.6 :	Use effective time management and organization skills and strategies to complete class and work assignments. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Self-Determination and Self-Management

Course: Exploratory Education- 7980010

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3625.aspx

BASIC INFORMATION

Course Title:	Exploratory Education
Course Number:	7980010
Course Abbreviated Title:	EXPLOR EDUCATION
Course Path:	**Section:** Exceptional Student Education **Grade Group:** Senior High and Adult **Subject:** Career and Technical Education For Students With Disabilities
Number of Credits:	Multiple Credit (more than 1 credit)
Status:	State Board Approved
Version Description:	**A. Major Concepts/Content.** The purpose of this course is to enable students with disabilities to obtain a basic introduction to skills and aptitudes associated with a broad range of occupations in order to assist in making preliminary decisions regarding their future academic and occupational goals. This program should provide a foundation for further progress at a higher level and provide the option to move between occupational clusters if desired. The content should include, but not be limited to, exploratory experiences in one or more vocational clusters such as: - health science - agriculture - business technology - family and consumer sciences - industrial - marketing This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School

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

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

B. Special Note. This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis through the Individual Educational Plan (IEP) process. Multiple credits may be earned sequentially or simultaneously. This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course also may be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired postschool outcomes for adult living and employment specified in the Transition Individual Educational Plan.

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

Experiences should be provided to assist the students in evaluating

	their interests, abilities, values, and needs as they relate to the world of work. The use of community resource people is encouraged.
Verion Requirements:	**C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the State Standards for Special Diploma. **After successfully completing this course, the student will:** **1. Effectively use a planning process to establish and revise realistic personal and career goals.** CL.C.1.In.3 make general preparations for entering the work force. CL.C.1.Su.3 make general preparations for entering the work force–with guidance and support. IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks. IF.B.1.In.2 carry out and revise plans related to decisions about personal and career choices. IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals–with guidance and support. IF.B.1.Su.2 carry out plans and adjust to changing circumstances–with guidance and support. **2. Evaluate own interests and abilities as related to career and post-secondary educational opportunities.** IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks. IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals–with guidance and support. **3. Demonstrate understanding of options for high school diploma and requirements for postsecondary training that relate to desired career and postschool outcomes.** **4. Demonstrate understanding and appreciation of the need for**

employment (e.g., economic, social, and personal factors).

5. Demonstrate knowledge and application of effective work habits, ethical behavior, and appropriate grooming for the workplace.

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

6. Demonstrate awareness of jobs in a variety of occupational clusters.

CL.C.1.In.1 use knowledge of occupations and characteristics of the workplace in making career choices.
CL.C.1.In.2 identify individual rights and responsibilities in the workplace.
CL.C.1.Su.1 recognize expectations of occupations and characteristics of the workplace in making career choices–with guidance and support.
CL.C.1.Su.2 recognize individual rights and responsibilities in the workplace–with guidance and support.

7. Demonstrate, in the school setting, the performance standards reflected in the student's desired postschool outcome statement on the Transition Individual Educational Plan.

Note: The standards for this requirement are to be selected from the Vocational Program Course Standards and Course Descriptions for Grades 6-12, Exceptional Student Education.

Course: Technology Education- 7980190

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3379.aspx

BASIC INFORMATION

Course Title:	Technology Education
Course Number:	7980190
Course Abbreviated Title:	TECH ED
Course Path:	**Section:** Exceptional Student Education **Grade Group:** Senior High and Adult **Subject:** Career and Technical Education For Students With Disabilities
Number of Credits:	Multiple Credit (more than 1 credit)
Course length:	Year (Y)
Status:	State Board Approved

Version Description:	**Purpose**
	The purpose of this course is to enable students with disabilities to apply knowledge and skills regarding the safe and appropriate use of technology in the school, workplace, and community. Students will investigate careers in technology.
	
	Course Requirements
	Technology Systems
	
	1. Describe uses of technology in a variety of school, workplace, and community settings.
	2. Identify computer components and their functions.
	    a. Identify various computer input devices (e.g., mouse, keyboard, phone, camera) and describe their use.
	    b. Identify various computer output devices (e.g., monitor, printer, phone) and describe their use.
	    c. Identify various storage devices (e.g., flash drive, iPod, phone, external hard drive, etc.).

3. Demonstrate knowledge of different operating systems.
    a. Demonstrate proficiency with file management tasks.
4. Demonstrate proficiency with common computer peripherals, including connections to standard input and output devices.
    a. Identify the types and purposes of common input devices (e.g., mouse, keyboard, camera, microphone, scanner).
    b. Identify the types and purposes of specialized input devices (e.g., digital cameras, mobile devices, GPS devices).
    c. Describe the types and purposes of various computer connection ports (e.g., USB, firewire, parallel, series, Ethernet, et al).
    d. Connect an input device (e.g., mouse, keyboard, cell phone, camera, et al) and verify proper operation.
    e. Connect an output device (e.g., printer, monitor, projector, et al) and verify proper operation.
5. Demonstrate proficiency in communication using digital and multimedia technologies.
    a. Use a portable digital video device (e.g., cell phone, Flip camera) to produce video clips for transfer onto a computer.
6. Select technology devices, such as cell phones, computers, and tablets, by comparing features that meet individual needs and financial resources.

Technology Applications

7. Demonstrate basic keyboarding skills used with common software applications.
8. Develop and apply word processing and document manipulation skills.
    a. Apply and adjust margins, tabs, line spacing and paragraph indents.
    b. Insert and manipulate text, graphics/images, and WordArt.
    c. Format text using the font interface and styles interface.
    d. Use the status bar to determine the number of pages, words, and characters in a document.
    e. Insert codes for current date and time.
    f. Copy text between documents using mouse, menu, and keyboard techniques.

g. Move text in a document using mouse, menu, and keyboard techniques.
h. Create bulleted and numbered lists.
i. Create a table – format rows, columns and cells.
j. Insert page breaks.
9. Develop and apply fundamental spreadsheet skills.
   a. Describe a spreadsheet and the ways in which it may be used.
   b. Identify the parts of the spreadsheet display.
   c. Insert and format text information into cells.
   d. Insert and format numeric information into cells.
   e. Insert and format date and time information into cells.
10. Demonstrate proficiency in using presentation software.
   a. Describe presentation software and the ways in which it may be used.
   b. Add and format titles, subtitles, and talking points to a presentation slide.
   c. Insert and format images/graphics onto slides.
   d. Insert new or duplicate slides.
11. Demonstrate proficiency in using graphics software.
   a. Copy and paste graphic images.
   b. Alter the shapes and colors used in a graphic image.

Internet and Webpages

12. Demonstrate proficiency using the Internet to locate information.
   a. Identify and use web terminology.
   b. Compare and contrast the types of Internet domains (e.g., .com, .org, .edu, .gov, .net, .mil).
   c. Demonstrate proficiency using various web tools (e.g., downloading of files, transfer of files, telnet, PDF, etc.).
13. Demonstrate an understanding of webpage construction, operation, and function.
   a. Identify elements of a webpage.
14. Demonstrate proficiency in using a GUI authoring tool to create a template-based website.
   a. Create a website using an available template.
   b. Create hyperlinks to external sites.
15. Conduct basic research using resources located on the Internet.
   a. Evaluate search results to determine those sites or

resources that best meet the research criteria.

b. Incorporate the results from the Internet search into a research document (e.g., report, synopsis, et al).

16. Demonstrate appropriate use of email.

   a. Describe email capabilities and functions.
   b. Identify components of an email message.
   c. Identify the components of an email address.
   d. Attach a file to an email message.
   e. Forward an email message to one or more addressees.
   f. Use an address book.
   g. Reply to an email message.
   h. Use the Internet to perform email activities (i.e., web-based email).
   i. Identify the appropriate use of email and demonstrate related email etiquette.

17. Demonstrate how accessibility features of software programs can be used to meet individual needs.

Safe Use of Technology

18. Demonstrate an understanding of Internet safety and ethics.

   a. Describe cyber-bullying and its impact on perpetrators and victims.
   b. Differentiate between viruses and malware, specifically their sources, ploys, and impact on personal privacy and computer operation, and ways to avoid infection.
   c. Demonstrate proficiency running an antivirus scan to remove viruses and malware.
   d. Describe risks associated with social networking sites (e.g., FaceBook, MySpace, and Twitter) and ways to mitigate these risks.
   e. Adhere to cyber safety practices with regard to conducting Internet searches, email, chat rooms, and other social network websites.
   f. Describe risks associated with sexting, including related legal issues, social engineering aspects, prevention methods, and reporting of offenses.
   g. Describe the risks associated with online gaming and ways to mitigate these risks.
   h. Describe the ethics and copyright legalities of downloading music or videos from the Internet.

	Careers in Technology 19. Describe careers in technology and related fields. 20. Explain job responsibilities and competencies necessary for successful employment in technology and related fields. 21. Evaluate personal interests and abilities related to careers in technology and postsecondary education/training opportunities.
General Notes:	This course integrates program standards from the Curriculum Framework for Information & Communications Technology (ICT) Essentials, Program Number 9009100. Additional requirements included in this course are designed to meet the needs of students with disabilities. Application activities are an integral part of this course. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to technology. Equipment and supplies are needed to enhance learning experiences for students. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously. This course is designed to reflect the wide range of abilities within the population of students with disabilities. Course requirements may be modified based on individual needs.

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Course: Supported Competitive Employment-7980150

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3378.aspx

BASIC INFORMATION

Course Title:	Supported Competitive Employment
Course Number:	7980150
Course Abbreviated Title:	SUP COMPE EMPLOY
Course Path:	**Section:** Exceptional Student Education **Grade Group:** Senior High and Adult **Subject:** Career and Technical Education For Students With Disabilities
Number of Credits:	Multiple Credit (more than 1 credit)
Course length:	Year (Y)
Status:	State Board Approved
Version Description:	**Purpose** The purpose of this course is to provide customized training through paid employment for students with disabilities to facilitate progress toward attaining measurable postsecondary goals in a customized, paid employment situation. This course will enable students to apply career knowledge and skills to perform work-related behaviors in a paid employment situation with needed supports and assistance. **Course Requirements** *Self-Determination and Self-Advocacy* 1. Apply skills of self-advocacy and self-determination in the community and workplace. ***Career Planning***

2. Apply planning processes in evaluating and revising a personal career plan, including postsecondary education/training and employment goals.

Community Resources
3. Use various community resources, such as agencies and transportation, to meet needs related to employment and postsecondary education/training.

Rights, Benefits, and Responsibilities of Employment
4. Explain the legal rights and responsibilities of employees in the workplace based on labor laws and disability laws, such as the Fair Labor Standards Act, the Americans with Disabilities Act, and the Rehabilitation Act.
5. Explain the legal responsibilities of employers in the workplace, including providing accommodations and grievance procedures, in compliance with labor laws and disability laws, such as the Fair Labor Standards Act, the Americans with Disabilities Act, and the Rehabilitation Act.
6. Follow procedures to access employment benefits, such as leave time, workers' compensation, and retirement options.

Workplace Competencies
7. Perform job-specific duties required to maintain employment.
8. Demonstrate effective work habits, ethical behavior, and appropriate attire and personal care skills required to maintain employment.
9. Demonstrate effective communication and cooperation with the employment specialist, supervisors, and co-workers.
10. Follow personal practices and safety rules and regulations to maintain a safe and healthy work environment.
11. Use decision-making and problem-solving skills required to maintain employment.
12. Use oral and written communication skills needed in the workplace.
13. Use technological tools needed in the workplace.

Financial Management
14. Demonstrate personal money-management skills related to employment, such as applying for direct deposit of paychecks and obtaining and securing paychecks.

General Notes:

This is the last course of a three-course sequence designed to prepare students for careers and post-school adult living. The first course, Career Preparation (Course Number 7980110), focuses on the acquisition of the necessary knowledge and skills for making career choices. The second course, Career Experiences (Course Number 7980120), provides opportunities for application of the knowledge and skills in school or community work experience situations with supervision or instructional assistance. The third course involves Career Placement (Course Number 7980130) or Supported Competitive Employment (Course Number 7980150), depending on the student's needs for support. It is suggested, but not required, that students take all three courses in the series.

The Supported Competitive Employment course is designed for students who are generally capable of living and working with ongoing supervision and support. Placement of a student in the Supported Competitive Employment course is determined by the amount of support and assistance that must be provided for the student as specified in the student's individual educational plan (IEP). Supports are based on the needs of the individual student outlined in an individual task analysis:

- Sequential job duties
- Work habits
- Levels of support
- Accommodations needed to accomplish job duties
- Mastery scale of job duties

Features of customized employment include intensive onsite training, fading, ongoing monitoring, and onsite advocacy. Students receive one-to-one intensive training by an employment specialist/job coach. Students receive ongoing support with at least one hour of follow-along services per week at the job site after stabilization has been attained. Stabilization refers to the point at which onsite training and support services in an individual employment situation have been 20 percent or less of normal work hours for at least 60 calendar days.

This course enables students with disabilities to apply career knowledge and skills to perform work-related behaviors with individualized, on-the-job support from an employment specialist/job coach. Students may require ongoing support services (natural

| | supports, agency services) to master the knowledge and skills associated with their work competencies. The job or jobs for which the student is being trained should be reflected in the student's IEP.

NOTE: The student is paid at or above minimum wage in accordance with the federal Fair Labor Standards Act (http://www.dol.gov/whd/flsa/).

A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

This course is designed to reflect a range of abilities within the population of students with disabilities. Course requirements may be modified based on individual needs. |
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Course: Career Placement- 7980130

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3377.aspx

BASIC INFORMATION

Course Title:	Career Placement
Course Number:	7980130
Course Abbreviated Title:	CAR PL
Course Path:	**Section:** Exceptional Student Education **Grade Group:** Senior High and Adult **Subject:** Career and Technical Education For Students With Disabilities
Number of Credits:	Multiple Credit (more than 1 credit)
Course length:	Year (Y)
Status:	State Board Approved
Version Description:	**Purpose** The purpose of this course is to enable students with disabilities to apply career knowledge and skills to perform work-related behaviors in a paid employment situation. **Course Requirements** *Self-Determination and Self-Advocacy* 1. Apply skills of self-advocacy and self-determination in the community and workplace. *Career Planning* 2. Apply planning processes in evaluating and revising a personal career plan, including postsecondary education/training and employment goals. *Community Resources*

| | 3. Use various community resources, such as agencies and transportation, to meet needs related to employment and postsecondary education/training.

Rights, Benefits, and Responsibilities of Employment
4. Explain the legal rights and responsibilities of employees in the workplace based on labor laws and disability laws, such as the Fair Labor Standards Act, the Americans with Disabilities Act, and the Rehabilitation Act.
5. Explain the legal responsibilities of employers in the workplace, including providing accommodations and grievance procedures, in compliance with labor laws and disability laws, such as Fair Labor Standards Act, Americans with Disabilities Act, and the Rehabilitation Act.
6. Follow procedures to access employment benefits, such as leave time, workers' compensation, and retirement options.

Workplace Competencies
7. Perform job-specific duties required to maintain employment.
8. Demonstrate effective work habits, ethical behavior, and appropriate attire and personal care skills required to maintain employment.
9. Follow personal practices and safety rules and regulations to maintain a safe and healthy work environment.
10. Use decision-making and problem-solving skills required to maintain employment.
11. Use oral and written communication skills needed in the workplace.
12. Use technological tools needed in the workplace.

Financial Management
13. Demonstrate personal money-management skills related to employment, such as applying for direct deposit of paychecks and obtaining and securing paychecks. |
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| **General Notes:** | This is the last course of a three-course sequence designed to prepare students for careers and postschool adult living. The first course, Career Preparation (Course Number 7980110), focuses on the acquisition of the necessary knowledge and skills for making career choices. The second course, Career Experiences (Course Number 7980120), provides opportunities for application of the |

	knowledge and skills in school or community work experience situations with supervision or instructional assistance. The third course in the sequence is Career Placement (Course Number 7980130) or Supported Competitive Employment (Course Number 7980150), depending on the student's needs for support. It is suggested, but not required, that students take all three courses in the series. The Career Placement course is designed primarily for students who are generally capable of working and living independently and may need minimal assistance. Students are expected to perform job duties independently once they have mastered the knowledge and skills associated with their work competencies. The job or jobs for which the student is being trained should be reflected in the student's individual educational plan (IEP). NOTE: The student is paid at or above minimum wage in accordance with the federal Fair Labor Standards Act (http://www.dol.gov/whd/flsa/). A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously. This course is designed to reflect a range of abilities within the population of students with disabilities. Course requirements may be modified based on individual needs.

Course: Career Experiences- 7980120

Direct link to this page:

BASIC INFORMATION

Course Title:	Career Experiences
Course Number:	7980120
Course Abbreviated Title:	CAR EXPS
Course Path:	**Section:** Exceptional Student Education **Grade Group:** Senior High and Adult **Subject:** Career and Technical Education For Students With Disabilities
Number of Credits:	Multiple Credit (more than 1 credit)
Course length:	Year (Y)
Status:	State Board Approved
Version Description:	**Purpose** The purpose of this course is to enable students with disabilities to further develop knowledge and skills to select career options, access community resources, and apply work-related behaviors through guided practice and experiences in school and community work settings. Non-paid community-based vocational education (non-paid CBVE) training programs are typically implemented through this course. **Course Requirements** *Self-Determination and Self-Advocacy* 1. Apply appropriate self-determination and self-advocacy strategies in a variety of school and community work settings. *Career Planning* 2. Evaluate own interests and aptitudes related to postsecondary

education/training and employment.

3. Select postsecondary education/training and employment options based on identified skills, preferences, and interests.

4. Use transition assessment results to update and revise personal career plan, including postsecondary education/training and employment goals.

Employability Skills

5. Demonstrate competencies to apply for a targeted job, including completing the job application (electronic or paper), updating personal resume, and participating in mock job interviews.

6. Demonstrate effective work habits and ethical behavior in school and community work settings.

7. Demonstrate appropriate attire and personal care skills to meet demands of a variety of school and community work settings.

Community Resources and Agencies Related to Employment

8. Describe community resources and agencies that assist with employment, such as the Division of Vocational Rehabilitation, Agency for Persons with Disabilities, and service providers.

9. Demonstrate the ability to navigate the community using public and private transportation.

Rights, Benefits, and Responsibilities of Employment

10. Describe legal rights that apply to persons with disabilities in school, community, and workplace, including the Americans with Disabilities Act, the Rehabilitation Act, the Fair Labor Standards Act (FLSA), and child labor laws.

11. Explain benefits related to employment, such as health insurance, workers' compensation, leave time, retirement options, and Social Security.

Workplace Competencies

12. Demonstrate work-related skills, including the use of technology, tools, and equipment, at selected job sites.

13. Apply decision-making and problem-solving processes used in school and community work settings.

14. Demonstrate competencies for employment in a variety of school and community work settings.

15. Follow health and safety requirements in a variety of school and community work settings.

16. Apply effective communication skills (verbal, written, nonverbal) in school and community work settings.

General Notes:	
	This is the second of a three-course series designed to prepare students for employment. The first course, Career Preparation (Course Number 7980110), focuses on the acquisition of the necessary knowledge and skills for making career choices. The second course, Career Experiences (Course Number 7980120), provides opportunities for application of the knowledge and skills in school or community work experience situations with supervision and instructional assistance. The third course involves training through paid employment in Career Placement (Course Number 7980130) or Supported Competitive Employment (Course Number 7980150), depending on the student's needs for support. It is suggested, but not required, that students take all three courses in the series. This course includes non-paid community-based vocational education involving exploration, assessment, and training. Instructional activities that include practical applications of course requirements may occur in naturalistic work settings in the school and community for the purposes of practice, generalization, and further development of skills. As a general rule, students participating in non-paid CBVE should not spend more than the allocated hours described below in a single job description/classification during any one school year: • **Vocational exploration—up to five hours per job experienced** The student observes the job and talks with employees. Any actual work trial in this phase should be very brief and limited and under the direct supervision of school personnel. • **Vocational assessment—up to 90 hours per job experienced** The student performs work assignments in various businesses (employment settings) under the direct supervision of school personnel and employees of the business. Assessment data are systematically collected on the student's interests, aptitudes, needs, learning styles, work habits, behaviors, personal and social skills, values and attitudes, and stamina. • **Vocational training—up to 120 hours per job experienced**

	The student is placed in various employment settings for work experience. The students, parents, and school personnel should develop a detailed, written training plan that includes the competencies to be acquired, the method(s) of instruction to be used and the procedures for the evaluation of the training experience. The purpose of this component is to enable students to develop the competencies and behaviors needed to secure and maintain paid employment. The U.S. Department of Labor considers a complex series of factors and criteria for the legal determination as to whether or not the activities of the students at the CBVE placement site would result in an immediate advantage to the business that could trigger a violation of the FLSA. For more information, refer to *Non-Paid Community-Based Vocational Educational (CBVE) Programs* (Technical Assistance Paper FY 2006–2), Florida Department of Education available at http://www.fldoe.org/ese/tap-home.asp. A student may earn multiple credits in this course. The particular course requirements that students should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously. This course is designed to reflect a range of abilities within the population of students with disabilities. Course requirements may be modified based on individual needs.

Course: Career Preparation- 7980110

Direct link to this page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3375.aspx>

BASIC INFORMATION

Course Title:	Career Preparation
Course Number:	7980110
Course Abbreviated Title:	CAR PREP
Course Path:	**Section:** Exceptional Student Education **Grade Group:** Senior High and Adult **Subject:** Career and Technical Education For Students With Disabilities
Number of Credits:	Multiple Credit (more than 1 credit)
Course length:	Year (Y)
Status:	State Board Approved
Version Description:	**Purpose** The purpose of this course is to enable students to acquire the knowledge and skills necessary to identify a broad range of career options and community resources and to develop work-related competencies. **Course Requirements** *Self-Determination and Self-Advocacy* 1. Demonstrate self-awareness of personal abilities and disability and their impact on career planning and career choices. 2. Describe appropriate self-determination and self-advocacy strategies in a variety of community and workplace situations.

Career Planning

3. Describe the purpose and components of a personal career plan.
   Identify own interests and aptitudes related to postsecondary education/training and employment.
4. Create a career plan focusing on postsecondary education/training and employment goals based on results of transition assessments.

Career Exploration

5. Describe careers in a range of occupational clusters.
6. Describe career opportunities within each cluster, employment outlook, and postsecondary education/training requirements.

Employability Skills

7. Demonstrate competencies to conduct a job search, including locating job openings using the newspaper, Internet, and networking with others.
8. Demonstrate competencies to apply for a job, including completing a generic job application (electronic or paper), creating a basic resume, and preparing responses to common questions in job interviews and pre-employment inventories.
9. Describe effective work habits and ethical behavior in the workplace.
10. Describe appropriate attire and personal care skills that meet demands of a variety of workplace situations.

Community Resources and Agencies Related to Careers

11. Identify community resources and agencies that assist with employment, such as the Division of Vocational Rehabilitation, Agency for Persons with Disabilities, and service providers.
12. Describe sources and features of public and private transportation in the community.

	Rights, Benefits, and Responsibilities of Employment 13. Identify legal rights of persons with disabilities in the school, community, and workplace based on the Americans with Disabilities Act, the Rehabilitation Act, the Fair Labor Standards Act, and child labor laws. 14. Identify benefits related to employment, such as health insurance, workers compensation, leave time, retirement options, and Social Security. 15. Identify financial concepts and requirements related to employment, such as wages, withholding taxes, and employment forms (W4, W2). ***Workplace Competencies*** 16. Describe decision-making and problem-solving processes used in workplace situations. 17. Identify competencies for employment in a variety of settings. 18. Identify health and safety requirements in various workplace settings. 19. Use communication skills (verbal, written, nonverbal) needed for success in the workplace.
General Notes:	This is the first of a three-course series designed to prepare students for employment. The first course, Career Preparation (Course Number 7980110), focuses on the acquisition of the necessary knowledge and skills for making career choices. The second course, Career Experiences (Course Number 7980120), provides opportunities for application of the knowledge and skills in school or community work experience situations with supervision and instructional assistance. The third course involves training through paid employment in Career Placement (Course Number 7980130) or Supported Competitive Employment (Course Number 7980150), depending on the student's needs for support. It is suggested, but not required, that students take all three courses in the series. A student may earn multiple credits in this course. The particular course requirements that students should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

	This course is designed to reflect a range of abilities within the population of students with disabilities. Course requirements may be modified based on individual needs.

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Course: Preparation for Entrepreneurship/Self-Employment- 7980040

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3380.aspx

BASIC INFORMATION

Course Title:	Preparation for Entrepreneurship/Self-Employment
Course Number:	7980040
Course Abbreviated Title:	PREP FOR ENTREP/EMP
Course Path:	**Section:** Exceptional Student Education **Grade Group:** Senior High and Adult **Subject:** Career and Technical Education For Students With Disabilities
Number of Credits:	Multiple Credit (more than 1 credit)
Course length:	Year (Y)
Status:	State Board Approved
Version Description:	**Purpose** The purpose of this course is to prepare students with disabilities to pursue entrepreneurship/self-employment. Students will acquire skills needed to explore their potential as entrepreneurs and develop necessary skills to plan and operate a business with support and assistance. **Course Requirements** *Overview of Entrepreneurship/Self-Employment* 1. Describe the importance and economic impact of small businesses, including entrepreneurship/self-employment. 2. Identify advantages and disadvantages of owning a business and working for an established business.

3. Identify strategies for generating ideas and planning a new business.
4. Explain the importance of adhering to government regulations when owning and operating a business.
5. Describe the importance of ethics in business.
6. Describe entrepreneurship/self-employment opportunities as a career planning option.

Person-Centered Planning

7. Identify personal strengths, interests, aptitudes, and abilities related to entrepreneurship/self-employment opportunities.
8. Identify individual supports needed, such as family and community agencies and resources, to start a business.
9. Create and maintain a personal and career plan.

Agency Linkages

10. Match agency services and supports to personal needs for entrepreneurship/self-employment.
11. Follow procedures to access and use needed agency resources.

Business Planning

12. Identify the purpose and components of a business plan.
13. Identify resources available to assist in the development of a business plan.
14. Explain how to evaluate the performance of a self-owned and -operated business, such as goals, outcomes, and impact; and effectiveness, efficiency, and sustainability.
15. Develop a personal business plan for entrepreneurship/self-employment based on an identified area of interest.

Essential Skills

16. Present appropriate information to specific audiences, interpret verbal and nonverbal responses, and apply listening skills to obtain and clarify information.
17. Analyze data and construct charts/tables/graphs to track business performance, make decisions, and solve problems.
18. Demonstrate financial-management concepts, procedures, and strategies related to business ownership.

	19. Employ technological tools to meet business needs. 20. Demonstrate effective working relationships to accomplish objectives and tasks. 21. Employ critical thinking skills, creativity, and interpersonal skills to solve problems and resolve conflicts. 22. Describe personal practices and jobsite safety rules and regulations required to maintain safe and healthy work environments.
General Notes:	This course is intended for students with disabilities in grades 11–12 and for students with disabilities who have not graduated with a standard diploma and are 18–22 years old. It is recommended that students have previously completed Career Preparation: 9–12 (Course Number 7980110), or Transition Planning: 9–12 (Course Number 7960010).This course is not intended to assist students with opening their own business, but to provide them with the necessary skills to pursue entrepreneurship/self-employment post-school. Features of the entrepreneurship/self-employment course may include a school-based enterprise, intensive training, monitoring, advocacy, and support. It is recommended that students become involved in the development and implementation of a business plan for a school-based enterprise, if available. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

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Course: Job Preparatory Education- 7980030

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3631.aspx

BASIC INFORMATION

Course Title:	Job Preparatory Education
Course Number:	7980030
Course Abbreviated Title:	JOB PREP
Course Path:	**Section:** Exceptional Student Education **Grade Group:** Senior High and Adult **Subject:** Career and Technical Education For Students With Disabilities
Number of Credits:	Multiple Credit (more than 1 credit)
Status:	State Board Approved
Version Description:	**A. Major Concepts/Content.** The purpose of this job preparatory course is to provide instruction for students with disabilities in the competencies necessary for effective entry into an occupation. The content should include, but not be limited to, the following: - work evaluation - on-the-job training activities - components from vocational job preparatory courses This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall: CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student. CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the

	individual student.
	B. Special Note. This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis through the Individual Educational Plan (IEP) process. Multiple credits may be earned sequentially or simultaneously. The job or jobs for which the student is being trained should be reflected in the student's desired postschool outcome statement.
	This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.
	This course also may be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired postschool outcomes for adult living and employment specified in the Transition Individual Educational Plan.
	Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.
	Experiences should be provided to assist the students in evaluating their interests, abilities, and needs as they relate to the world of work. The use of community resource people is encouraged.
Verion Requirements:	**C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the State Standards for Special

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

After successfully completing this course, the student will:

1. Effectively use a planning process to establish and revise realistic personal and career goals.

CL.C.1.In.1 use knowledge of occupations and characteristics of the workplace in making career choices.
CL.C.1.In.2 identify individual rights and responsibilities in the workplace.
CL.C.1.In.3 make general preparations for entering the work force.
CL.C.1.Su.1 recognize expectations of occupations and characteristics of the workplace in making career choices–with guidance and support.
CL.C.1.Su.2 recognize individual rights and responsibilities in the workplace–with guidance and support.
CL.C.1.Su.3 make general preparations for entering the work force–with guidance and support.
IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
IF.B.1.In.2 carry out and revise plans related to decisions about personal and career choices.
IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals–with guidance and support.
IF.B.1.Su.2 carry out plans and adjust to changing circumstances–with guidance and support.

2. Demonstrate knowledge and application of effective work habits, ethical behavior, and appropriate grooming for the workplace.

CL.C.2.In.1 plan and implement personal work assignments.
CL.C.2.In.3 display reliability and work ethic according to the standards of the workplace.
CL.C.2.In.4 follow procedures to ensure health and safety in the workplace.
CL.C.2.In.5 apply employability skills in the workplace.
CL.C.2.Su.1 plan and implement personal work assignments–with

guidance and support.

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

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

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

3. Display appropriate communication, interpersonal, and leadership skills.

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

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

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

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

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

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

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

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

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

4. Use appropriate technology, tools, equipment, and supplies safely and correctly in the workplace.

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

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

5. Demonstrate, in the school setting, the performance standards required for the job(s) reflected in the student's desired postschool outcome statement on the Transition Individual Educational Plan.

Note: The standards for this requirement are to be selected from the *Vocational Education Program Course Standards* for any job preparatory program.

	6. Demonstrate, in a work environment, the performance standards required for the job(s) reflected in the student's desired postschool outcome statement on the Transition Individual Educational Plan. Note: The standards for this requirement are to be selected from the *Vocational Education Program Course Standards* for any job preparatory program.

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Course: Practical Arts Education- 7980020

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3630.aspx

BASIC INFORMATION

Course Title:	Practical Arts Education
Course Number:	7980020
Course Abbreviated Title:	PRACTICAL ARTS ED
Course Path:	**Section:** Exceptional Student Education **Grade Group:** Senior High and Adult **Subject:** Career and Technical Education For Students With Disabilities
Number of Credits:	Multiple Credit (more than 1 credit)
Status:	State Board Approved
Version Description:	**A. Major Concepts/Content.** The purpose of this course is to enable students with disabilities to obtain broad practical skills and a basic introduction to broad occupational areas, and to stimulate personal aptitudes, abilities, and interests in specific occupational fields as part of the career decision-making process. The content should include, but not be limited to, the following: - employability skills - workplace literacy - communications skills - human relations skills - content from selected vocational practical arts courses This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

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

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

This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course also may be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired postschool outcomes for adult living and employment specified in the Transition Individual Educational Plan.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment. |
| **Verion Requirements:** | **C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed |

by other course requirements as appropriate. Some requirements in this course are not fully addressed in the State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Demonstrate understanding and appreciation of the need for employment (e.g., economic, social, and personal factors).

2. Demonstrate knowledge and application of effective work habits, ethical behavior, and appropriate grooming for the workplace.

CL.C.2.In.1 plan and implement personal work assignments.
CL.C.2.In.3 display reliability and work ethic according to the standards of the workplace.
CL.C.2.In.5 apply employability skills in the workplace.
CL.C.2.Su.1 plan and implement personal work assignments–with guidance and support.
CL.C.2.Su.3 display reliability and work ethic according to the standards of the workplace–with guidance and support.
CL.C.2.Su.5 apply employability skills in the workplace–with guidance and support.

3. Demonstrate awareness of jobs in a variety of occupational clusters.

CL.C.1.In.1 use knowledge of occupations and characteristics of the workplace in making career choices.
CL.C.1.In.2 identify individual rights and responsibilities in the workplace.
CL.C.1.Su.1 recognize expectations of occupations and characteristics of the workplace in making career choices–with guidance and support.
CL.C.1.Su.2 recognize individual rights and responsibilities in the workplace–with guidance and support.

4. Describe the importance of the selected occupational field.

5. Display appropriate communication, interpersonal, and leadership skills.

SE.A.1.In.1 cooperate in a variety of group situations.
SE.A.1.In.2 assist in establishing and meeting group goals.

	SE.A.1.In.3 function effectively within formal organizations. SE.A.1.Su.1 cooperate in group situations–with guidance and support. SE.A.1.Su.2 function effectively within formal organizations–with guidance and support. SE.A.2.In.1 interact acceptably with others within the course of social, vocational, and community living. SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living–with guidance and support. CO.A.1.In.1 initiate communication and respond effectively in a variety of situations. CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations–with guidance and support. **6. Use appropriate technology, tools, equipment, and supplies safely and correctly.** CL.C.2.In.2 use appropriate technology and equipment to complete tasks in the workplace. CL.C.2.Su.2 use appropriate technology and equipment to complete tasks in the workplace–with guidance and support. **7. Meet health and safety requirements related to the workplace.** CL.C.2.In.4 follow procedures to ensure health and safety in the workplace. CL.C.2.Su.4 follow procedures to ensure health and safety in the workplace–with guidance and support. **8. Demonstrate, in the school setting, the performance standards reflected in the student's desired postschool outcome statement on the Transition Individual Educational Plan.** **Note:** The standards for this requirement are to be selected from the *Vocational Program Course Standards* for any Practical Arts course.

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Course: Visual and Performing Arts- 7967010

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3624.aspx

BASIC INFORMATION

Course Title:	Visual and Performing Arts
Course Number:	7967010
Course Abbreviated Title:	VISUAL PERFORM
Course Path:	**Section:** Exceptional Student Education **Grade Group:** Senior High and Adult **Subject:** Miscellaneous
Number of Credits:	Multiple Credit (more than 1 credit)
Status:	State Board Approved
Version Description:	**A. Major Concepts/Content.** The purpose of this course is to enable students with disabilities to develop a knowledge and appreciation of the visual and performing arts. The content should include, but not be limited to, the following: - music - dance - visual art - theatre - careers in the arts This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall: CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student. CL.A.1.Su.1 complete specified Sunshine State Standards with

	modifications and guidance and support as appropriate for the individual student. CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student. **B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously. Students with disabilities who are pursuing a standard diploma may take this course for elective credit. This course is also designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired postschool outcomes for adult living and employment specified in the Transition Individual Educational Plan. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems. Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.
Verion Requirements:	**C. Course Requirements**. These requirements include, but are not limited to, the benchmarks from the State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed

by other course requirements as appropriate. Some requirements in this course are not fully addressed in the State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Demonstrate knowledge of various art forms (e.g., music, dance, visual arts, theatre).

2. Demonstrate knowledge of artists and musicians.

3. Use basic skills involved with selected tools and instruments used in visual and performing arts activities.

4. Demonstrate skills in visual art forms.

5. Demonstrate skills in performing arts forms, including music, dance, or theatre.

6. Demonstrate knowledge of careers in the visual and performing arts.

CL.C.1.In.1 use knowledge of occupations and characteristics of the workplace in making career choices.
CL.C.1.Su.1 recognize expectations of occupations and characteristics of the workplace in making career choices–with guidance and support.
CL.C.1.Pa.1 show willingness or interest in participating in work or community activities–with assistance.

7. Demonstrate knowledge of the roles of visual and performing arts in the school and community.

IF.A.2.In.1 select and use community resources and services for specified purposes.
IF.A.2.Su.1 use community resources and services–with guidance and support.
IF.A.2.Pa.1 participate in activities involving the use of community resources and services–with assistance.

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Course: Language Therapy- 7966040

**Direct link to this
page:**http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4917.aspx

BASIC INFORMATION

Course Title:	Language Therapy
Course Number:	7966040
Course Abbreviated Title:	LANG THERAPY
Course Path:	**Section:** Exceptional Student Education **Grade Group:** Senior High and Adult **Subject:** Therapy
Number of Credits:	NA
Status:	Draft - Board Approval Pending
Version Description:	The purpose of this course is to provide students exhibiting disorders in one or more of the basic learning processes involved in understanding or in using spoken or written language with appropriate instruction in language skills necessary to acieve annual goals based on assessed needs and the student's individual educational plan (IEP). This course is designed for students with disabilities whose IEP indicates the need for language therapy, either as an exceptional student education program or related service. The outcomes that the student should achieve must be specified on an individual basis and relate to achievement of annual goals on the student's IEP. Instructional activities should be age appropriate and include a variety of learning opportunities. Activities involving practical applications may occur in home, school, community, and employment settings for the purpose of acquisition, practice, generalization, and maintenance of skills.

QUALIFICATIONS

Qualification:	SP LG IMPR 6 LIC SP LG PATH SP LG ASSOC 6 SLPA SPCH CORR @ 6

STANDARDS (6)

TP.PK12.LT.1 Phonology

TP.PK12.LT.1.1 :	Demonstrate comprehension and use of the sound systems of language and linguistic conventions to convey meaning in spoken and written language. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Phonology

TP.PK12.LT.2 Morphology

TP.PK12.LT.2.1 :	Demonstrate comprehension and use of the internal structure of words and construction of word forms in reading, writing, and spelling. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Morphology

TP.PK12.LT.3 Syntax

TP.PK12.LT.3.1 :	Demonstrate comprehension and use of the system governing the order and combination of words to form sentences in spoken and written language. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Syntax

TP.PK12.LT.4 Semantics

TP.PK12.LT.4.1 :	Demonstrate comprehension and use of the system that governs vocabulary acquisition and meaning of words and sentences in spoken and written language. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Semantics

TP.PK12.LT.5 Pragmatics

TP.PK12.LT.5.1 :	Demonstrate comprehension and use of the system that combines language components in functional and socially appropriate communication across educational settings. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Pragmatics

TP.PK12.LT.6 Assistive Technology

TP.PK12.LT.6.1 :	Demonstrate interactive, meaningful, and functional use of augmentative or assistive technology, as needed, to initiate and maintain communication across educational settings. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Assistive Technology

Course: Speech Therapy- 7966030

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4918.aspx

BASIC INFORMATION

Course Title:	Speech Therapy
Course Number:	7966030
Course Abbreviated Title:	SPEECH THRPY
Course Path:	**Section:** Exceptional Student Education **Grade Group:** Senior High and Adult **Subject:** Therapy
Number of Credits:	NA
Status:	State Board Approved
Version Description:	The purpose of this course is to provide students exhibiting disorders of speech sounds, fluency, and/or voice that interfere with communication, performance, or functioning in the educational environment with appropriate instruction in skills necessary to achieve annual goals based on assessed needs and the student's individual educational plan (IEP) or educational plan (EP). This course is designed for students with disabilities whose IEP or EP indicates the need for speech therapy, either as an exceptional student education program or related service. The outcomes that the student should achieve must be specified on an individual basis and relate to achievement of annual goals on the student's IEP or EP. Instructional activities should be age appropriate and include a variety of learning opportunities. Activities involving practical applications may occur in home, school, community, and employment settings for the purpose of acquisition, practice, generalization, and maintenance of skills.

QUALIFICATIONS

Qualification:	SP LG IMPR 6 LIC SP LG PATH SP LG ASSOC 6 SLPA SPCH CORR @ 6

STANDARDS (3)

TP.PK12.ST.1 Phonology and Articulation

TP.PK12.ST.1.1 :	Produce individual speech sounds and/or patterns of speech sounds necessary to be understood and communicate functionally across educational settings. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Phonology and Articulation

TP.PK12.ST.2 Fluency

TP.PK12.ST.2.1 :	Produce speech with the natural flow, rate, and rhythm necessary to be understood and communicate functionally across educational settings. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Fluency

TP.PK12.ST.3 Voice

TP.PK12.ST.3.1 :	Produce the vocal quality, pitch, loudness, resonance, and/or duration of phonation necessary to be understood and communicate functionally across educational settings. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Voice

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Course: Unique Skills Communication: 9–12-7963150

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse5144.aspx

BASIC INFORMATION

Course Title:	Unique Skills Communication: 9–12
Course Number:	7963150
Grade Levels:	9,10,11,12
Course Abbreviated Title:	U SKLS COMM
Course Path:	**Section:** Exceptional Student Education **Grade Group:** Senior High and Adult **Subject:** Special Skills Courses
Number of Credits:	Multiple Credit (more than 1 credit)
Course length:	Semester (S)
Status:	Draft - Board Approval Pending
General Notes:	The purpose of this course is to enable students with disabilities to develop and use expressive and receptive communication skills and strategies effectively in educational, home, community, and employment settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP). This course is designed for students with disabilities who need intensive individualized intervention in communication. If the student also receives speech or language therapy, consultation/collaboration with the speech and language pathologist is recommended/required. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis and relate to

	achievement of annual goals on the student's IEP. Delivery of this course is setting neutral (resource room, self-contained, embedded instruction, elective course). Instructional activities involving practical applications of course requirements may occur in home, school, community, and employment settings for the purpose of training, practice, generalization, and maintenance of skills. These applications may require that the student use related technology, tools, and equipment. This course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.
Verion Requirements:	ANY EXCEPT ED FIELD

STANDARDS (21)

US.PK12.CM.1 Listening

US.PK12.CM.1.1 :	Follow multi-step directions in sequence. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Listening
US.PK12.CM.1.2 :	Demonstrate understanding and recall of stories and information presented orally. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Listening
US.PK12.CM.1.3 :	Demonstrate understanding and recall of information presented orally for specific purposes, such as identifying the main idea, drawing conclusions, and forming opinions. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Listening
US.PK12.CM.1.4 :	Demonstrate understanding of information presented orally by using listening skills, including paying attention to cues, linking to prior knowledge, and considering speaker's perspective and

	nonverbal messages. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: [Listening](#)

US.PK12.CM.2 Speaking

US.PK12.CM.2.1 :	Use speech that can be understood by adults and peers. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: [Speaking](#)
US.PK12.CM.2.10 :	Use appropriate verbal and nonverbal communication when giving an individual or group presentation. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: [Speaking](#)
US.PK12.CM.2.2 :	Communicate messages and ideas clearly and effectively in a variety of situations. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: [Speaking](#)
US.PK12.CM.2.3 :	Answer different types of questions, such as yes/no, open ended, and "wh" questions. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: [Speaking](#)
US.PK12.CM.2.4 :	Express ideas in complete sentences using correct parts of speech. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: [Speaking](#)
US.PK12.CM.2.5 :	Retell and summarize a story or event. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: [Speaking](#)
US.PK12.CM.2.6 :	Effectively use nonverbal language, such as proximity, eye contact, gestures, and posture. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: [Speaking](#)
US.PK12.CM.2.7 :	Clarify and explain words and ideas. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: [Speaking](#)
US.PK12.CM.2.8 :	Participate effectively in small and large group discussions. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: [Speaking](#)
US.PK12.CM.2.9 :	Recognize and repair communication breakdowns. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: [Speaking](#)

US.PK12.CM.3 Pragmatics

US.PK12.CM.3.1 :	Use language for a variety of purposes, including greeting, informing, demanding, promising, and requesting. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Pragmatics
US.PK12.CM.3.2 :	Use language based on the needs of the situation or listener, such as talking differently to peers and adults, providing background information, and adjusting voice and volume according to setting demands. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Pragmatics
US.PK12.CM.3.3b :	Follow rules for conversations, including staying on topic, taking turns, and initiating and ending conversations appropriately. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Pragmatics

US.PK12.CM.4 Communication Systems

US.PK12.CM.4.1 :	Use technology and assistive devices as needed to communicate or enhance messages in a meaningful and functional manner. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Communication Systems
US.PK12.CM.4.2 :	Use own communication system, such as alternative/augmentative communication, assistive device, or sign language, to communicate and acquire information. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Communication Systems
US.PK12.CM.4.3 :	Identify and use basic maintenance procedures needed by own communication system. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Communication Systems
US.PK12.CM.4.4 :	Identify needs and request assistance with own communication system. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Communication Systems

Course: Occupational Therapy- 7966020

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3619.aspx

BASIC INFORMATION

Course Title:	Occupational Therapy
Course Number:	7966020
Course Abbreviated Title:	OCCU THERAPY
Course Path:	**Section:** Exceptional Student Education **Grade Group:** Senior High and Adult **Subject:** Therapy
Number of Credits:	NA
Status:	Draft - Board Approval Pending

QUALIFICATIONS

Qualification:	LIC AS OCCUP THERA LIC AS OTA OCCUP THER @ 6

STANDARDS (1)

TP.PK12.OP.1 Physical and Occupational Therapy	
TP.PK12.OP.1.1 :	Demonstrate the ability to achieve functional outcomes as
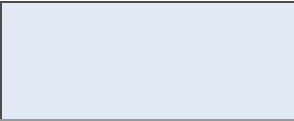
	specified in the student's plan of treatment or care. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Physical and Occupational Therapy

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Course: Physical Therapy- 7966010

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4875.aspx

BASIC INFORMATION

Course Title:	Physical Therapy
Course Number:	7966010
Course Abbreviated Title:	PHY THERAPY
Course Path:	**Section:** Exceptional Student Education **Grade Group:** Senior High and Adult **Subject:** Therapy
Number of Credits:	NA
Status:	Draft - Board Approval Pending
Version Description:	The purpose of this course is to provide physical therapy services to exceptional students in order to achieve functional outcomes identified in the student's individual education plan (IEP) or educational plan (EP) to benefit from specially designed instruction.

This course is designed for students with disabilities whose IEP or EP indicates the need for physical therapy, as a related service and is specified in a plan of treatment or care developed by a licensed physical therapist to assist the student in meeting educational goals, pursuant to the provision of Part III, Chapter 468, Florida Statutes.

The outcomes that the student should achieve must be specified on an individual basis and relate to achievement of annual goals on the student's IEP or EP.

Instructional activities should be age appropriate and include a variety of learning opportunities. Activities involving practical applications may occur in home, school, community, and employment settings for the purpose of acquisition, practice, generalization, and maintenance of skills. |

QUALIFICATIONS

Qualification:	LIC AS PHY THER LIC AS PTA

STANDARDS (1)

TP.PK12.OP.1 Physical and Occupational Therapy

TP.PK12.OP.1.1 :	Demonstrate the ability to achieve functional outcomes as specified in the student's plan of treatment or care. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Physical and Occupational Therapy

Course: Studies for Students who are Gifted- 7965040

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4904.aspx

BASIC INFORMATION

Course Title:	Studies for Students who are Gifted
Course Number:	7965040
Course Abbreviated Title:	STUDIES STUS GIFTED
Course Path:	**Section:** Exceptional Student Education **Grade Group:** Senior High and Adult **Subject:** Gifted
Number of Credits:	Multiple Credit (more than 1 credit)
Status:	Draft - Board Approval Pending
General Notes:	Academic rigor is more than simply assigning to students a greater quantity of work. 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.

Students who are gifted have learning needs that go beyond what is traditionally offered in the regular classroom. The nature of their abilities, demonstrated or latent, requires differentiated learning experiences and opportunities for them to maximize their potential. Teachers need to develop the depth and quality of their students' experiences while adjusting the pace to meet individual needs.

This gifted course has been designed for the teacher to select and teach only the appropriate standards corresponding to a student's individual instructional needs. |

	Major Concepts/Content. The purpose of this course is to provide appropriately individualized curricula for students who are gifted. The content should include, but not be limited to the following: - develop critical thinking and inquiry skills - independent learning - examine the complexity of knowledge - application of acquired knowledge - develop problem solving skills - high-level communication - create/deliver quality products - self-awareness
Verion Requirements:	**Instructional Practices** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning: 1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex. 2. Making close reading and rereading of texts central to lessons. 3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.

	4. Requiring students to support answers with evidence from the text.
	5. Providing extensive text-based research and writing opportunities (claims and evidence).
	Special Note
	This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis.
	Instructional activities used to meet course requirements and address individual student needs may occur in schools, communities, museums, institutions of higher education, or other appropriate scientific or cultural organizations. Instruction in these settings may require that students acquire specialized knowledge and skills, including the use of advanced technology, special tools, and equipment; terminology; and methodologies essential to the student's research.
	It is necessary to implement a combination of research-based standards and strategies that have been proven successful in accelerating the educational development of gifted students. The instructional approaches should meet the needs of each student based on results of individual portfolios, assessments, and progress monitoring.

STANDARDS (129)

Integrate Common Core Standards for Mathematical Practice (MP) as applicable.

- MACC.K12.MP.1.1 Make sense of problems and persevere in solving them.
- MACC.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MACC.K12.MP.5.1 Use appropriate tools strategically.
- MACC.K12.MP.6.1 Attend to precision.

G.K12.2.1.1a:	**The Nature of Questions - Know:** Identify questions as seeking basic information and facts in singular disciplines.
G.K12.2.1.1b:	**The Nature of Questions - Understand:** See potential for questions to explore broader aspects of knowledge, moving toward speculative and evaluative aspects.
G.K12.2.1.1c:	**The Nature of Questions - Perform:** Recognize that questions connect disciplines and build better frameworks for thinking.
G.K12.2.1.1d:	**The Nature of Questions - Accomplish:** Seek and use questions that connect divergent disciplines in order to expand understanding.
G.K12.2.1.2a:	**The Importance of Questions - Know:** Identify and situate questions within a singular discipline's method of inquiry.
G.K12.2.1.2b:	**The Importance of Questions - Understand:** Analyze and synthesize questions that connect methods of inquiry in different disciplines.
G.K12.2.1.2c:	**The Importance of Questions - Perform:** Order/categorize questions that link divergent disciplines and frame different inquiry methods.
G.K12.2.1.2d:	**The Importance of Questions - Accomplish:** Use questions that frame inquiry within divergent disciplines in order to understand the links between and/or among the disciplines.
G.K12.2.1.3a:	**The Power of Questions - Know:** Explain the function of questions within singular disciplines.
G.K12.2.1.3b:	**The Power of Questions - Understand:** Understand the function of questions to connect multiple disciplines.
G.K12.2.1.3c:	**The Power of Questions - Perform:** Demonstrate an initial use of questions to drive critical thought within a discipline.
G.K12.2.1.3d:	**The Power of Questions - Accomplish:** Manifest an understanding of the integrative nature and function of questions that drive inquiry in multiple disciplines.
G.K12.2.2.1a:	**Question Creation - Know:** Create questions that drive factual

	exploration within singular disciplines.
G.K12.2.2.1b:	**Question Creation - Understand:** Unite questions that drive broader exploration within disciplines.
G.K12.2.2.1c:	**Question Creation - Perform:** Manipulate ideas to create and organize questions that drive inquiry and connect divergent disciplines.
G.K12.2.2.1d:	**Question Creation - Accomplish:** Use questions that link divergent disciplines to develop personal understandings of experiences.
G.K12.2.2.2a:	**Questions and Inquiry - Know:** Explain the kind of information questions seek.
G.K12.2.2.2b:	**Questions and Inquiry - Understand:** Explain how the questions limit and/or expand the nature of the exploration.
G.K12.2.2.2c:	**Questions and Inquiry - Perform:** Use questions to refocus the nature of the inquiry.
G.K12.2.2.2d:	**Questions and Inquiry - Accomplish:** Use questions to situate personal interest and background within the inquiry.
G.K12.2.3.1a:	**Questions Scrutinized - Know:** Recognize the quality of questions (both identified and created) that frame singular disciplinary inquiry.
G.K12.2.3.1b:	**Questions Scrutinized - Understand:** Explain the quality of questions (both identified and created) that work to expand inquiry into integrated disciplines.
G.K12.2.3.1c:	**Questions Scrutinized - Perform:** Evaluate questions (both identified and created) as a regular component of personal research and exploration.
G.K12.2.3.1d:	**Questions Scrutinized - Accomplish:** Explore the nature of questioning, always aware that better questions deliver the potential for more complete information.
G.K12.2.3.2a:	**Questions Revised - Know:** Refine questions as directed so they explore a clearer line of inquiry within a single discipline.
G.K12.2.3.2b:	**Questions Revised - Understand:** Synthesize questions as directed so they explore a clearer line of inquiry and integrate disciplines.
G.K12.2.3.2c:	**Questions Revised - Perform:** Develop questions spontaneously and independently while conducting personal research and exploration.
G.K12.2.3.2d:	**Questions Revised - Accomplish:** Refine questions as a general

	practice or characteristic of intellectual pursuit.
G.K12.4.1.1a:	**Problem Investigation - Know:** Recognize multiple problems within a complex issue; poses research questions.
G.K12.4.1.1b:	**Problem Investigation - Understand:** Categorize and prioritize identified problems within a complex issue; generate hypotheses.
G.K12.4.1.1c:	**Problem Investigation - Perform:** Use established criteria to focus the problem statement and generate solutions.
G.K12.4.1.1d:	**Problem Investigation - Accomplish:** Propose new avenues for research of existing and future related problems.
G.K12.4.1.2a:	**Multiple Perspectives - Know:** Acknowledge diverse viewpoints of a problem.
G.K12.4.1.2b:	**Multiple Perspectives - Understand:** Compare and contrast multiple perspectives of a problem.
G.K12.4.1.2c:	**Multiple Perspectives - Perform:** Integrate multiple points of view into a problem statement.
G.K12.4.1.2d:	**Multiple Perspectives - Accomplish:** Restructure the problem statement to reflect new perspectives.
G.K12.4.1.3a:	**Supportive Constructs - Know:** Generate an effective argument on each side of a problem.
G.K12.4.1.3b:	**Supportive Constructs - Understand:** Develop multiple supporting statements from different perspectives.
G.K12.4.1.3c:	**Supportive Constructs - Perform:** Communicate supportive evidence convincingly in multiple formats.
G.K12.4.1.3d:	**Supportive Constructs - Accomplish:** Defend, challenge, and articulate points of view using available resources; develop effective rebuttals.
G.K12.4.1.4a:	**Solution Finding - Know:** Propose multiple solutions to a problem within varied categories (i.e., social, technological, educational, environmental, political).
G.K12.4.1.4b:	**Solution Finding - Understand:** Establish and apply criteria for evaluation of solutions.
G.K12.4.1.4c:	**Solution Finding - Perform:** Create original solutions and products based on evaluated criteria; analyze possible consequences and impacts; test conclusions to improve ideas.

G.K12.4.1.4d:	**Solution Finding - Accomplish:** Extend solutions to aid in solving future problems; seek alternative innovative outcomes or solutions.
G.K12.4.1.5a:	**Creative Thinking - Know:** Generate numerous and varied ideas to solve a real- world problem (fluency and flexibility).
G.K12.4.1.5b:	**Creative Thinking - Understand:** Synthesize unique alternatives to solve a problem (originality).
G.K12.4.1.5c:	**Creative Thinking - Perform:** Elaborate ideas through collaborative processes with colleagues.
G.K12.4.1.5d:	**Creative Thinking - Accomplish:** Evaluate and modify ideas and products to improve usefulness.
G.K12.4.2.1a:	**Data Analysis - Know:** Locate information and data sources relative to a complex, real-world problem.
G.K12.4.2.1b:	**Data Analysis - Understand:** Make decisions about the usefulness of data to filter out extraneous information.
G.K12.4.2.1c:	**Data Analysis - Perform:** Use a variety of tools and techniques to organize data to draw conclusive statements.
G.K12.4.2.1d:	**Data Analysis - Accomplish:** Perform data analysis using tools of practicing professionals for a specific intent.
G.K12.4.2.2a:	**Forecasting Solutions - Know:** Identify patterns within related facts and information.
G.K12.4.2.2b:	**Forecasting Solutions - Understand:** Organize facts and information using various methods to predict potential outcomes.
G.K12.4.2.2c:	**Forecasting Solutions - Perform:** Use forecasting tools to evaluate possible solutions.
G.K12.4.2.2d:	**Forecasting Solutions - Accomplish:** Anticipate and plan for possible, probable, and preferable future outcomes.
G.K12.4.2.3a:	**Critical Thinking - Know:** Distinguish between fact and opinion in a variety of sources.
G.K12.4.2.3b:	**Critical Thinking - Understand:** Recognize bias and value statements in a variety of media.
G.K12.4.2.3d:	**Critical Thinking - Accomplish:** Analyze, interpret, and synthesize details and facts to examine relationships, infer meanings, and predict outcomes.
G.K12.4.2.4a:	**Ethics - Know:** Recognize the role of values in the development of

	attitudes about a complex problem.
G.K12.4.2.4b:	**Ethics - Understand:** Use knowledge of recognized ethical standards of various stakeholders to formulate problem statements and solutions.
G.K12.4.2.4c:	**Ethics - Perfom:** Use the value system most common to a field of study to evaluate solutions and products.
G.K12.4.2.4d:	**Ethics - Accomplish:** Promote humane and respectful solutions to complex problems.
G.K12.4.3.1a:	**Evaluation - Know:** Recognize existing knowledge and attitudes about a complex problem.
G.K12.4.3.1b:	**Evaluation - Understand:** Analyze the impacts of existing knowledge and attitudes; identify personal assumptions and blind spots in approaching the problem.
G.K12.4.3.1c:	**Evaluation - Perform:** Identify knowledge gaps and inconsistencies to challenge existing attitudes and beliefs.
G.K12.4.3.1d:	**Evaluation - Accomplish:** Use multiple sources to affect change in generally accepted knowledge and attitudes.
G.K12.4.3.2a:	**Creative Methodology - Know:** Recognize contributions of inventors and innovators in multiple fields of accomplishment.
G.K12.4.3.2b:	**Creative Methodology - Understand:** Analyze and/or replicate methods used by creators and problem solvers in multiple fields.
G.K12.4.3.2c:	**Creative Methodology - Perform:** Create original products using various inventive strategies.
G.K12.4.3.2d:	**Creative Methodology - Accomplish:** Design original problem solving models for use in specific situations.
G.K12.4.3.2e:	**Creative Methodology - Know:** Identify a variety of problem solving methods.
G.K12.4.3.2f:	**Creative Methodology - Understand:** Differentiate the effectiveness of problem solving methods in a variety of settings.
G.K12.4.3.2g:	**Creative Methodology - Perform:** Apply appropriate methodologies for problem solving based on their usefulness.
G.K12.4.3.2h:	**Creative Methodology - Accomplish:** Reflect on adequacy of inventive processes and problem solving in various disciplines.
G.K12.4.3.3a:	**Communication - Know:** Identify stakeholders within a complex

	problem.
G.K12.4.3.3b:	**Communication - Understand:** Use multiple tools and techniques to target identified audiences; use precise language to explain positions.
G.K12.4.3.3c:	**Communication - Perform:** Use information about the stakeholders to develop convincing arguments to support solutions.
G.K12.4.3.3d:	**Communication - Accomplish:** Advocate convincingly to diverse audiences using sophisticated techniques (oral, written, technological) appropriate to the field and audience.
G.K12.7.1.1a:	**Audience Recognition - Know**: Identify an authentic audience based on set criteria related to a specific topic.
G.K12.7.1.1b:	**Audience Recognition - Understand**: Communicate recognition of audience members' strengths and needs.
G.K12.7.1.1c:	**Audience Recognition - Perform**: React and refine performance based on audiences' strengths and needs.
G.K12.7.1.1d:	**Audience Recognition - Accomplish**: Communicate intentional reaction to subtle and overt feedback from audience.
G.K12.7.1.2a:	**Communication - Know**: Prepare and execute practiced performance to communicate ideas.
G.K12.7.1.2b:	**Communication - Understand**: Integrate ideas with visual supports to emphasize key point(s) in a performance.
G.K12.7.1.2c:	**Communication - Perform**: Identify personal presentation style and adapt that style to different purposes, moods, tones.
G.K12.7.1.2d:	**Communication - Accomplish**: Demonstrate evidence of refining a performance to communicate personal style.
G.K12.7.1.3a:	**Advanced Presentation - Know**: Use advanced language and symbol systems to communicate ideas.
G.K12.7.1.3b:	**Advanced Presentation - Understand**: Evaluate the personal preferences of others related to language and symbol systems.
G.K12.7.1.3c:	**Advanced Presentation - Perform**: Evaluate self in the area of presentation, language, and symbol systems.
G.K12.7.1.3d:	**Advanced Presentation - Accomplish**: Based on evaluation, revise and adapt presentation, language, and symbol systems for specific and various audiences.
G.K12.7.1.4a:	**Problem Solving - Know**: Create product to solve a problem or

	communicate a perspective.
G.K12.7.1.4b:	**Problem Solving - Understand**: Use strategies or tools of persuasion to resolve an issue or communicate a perspective.
G.K12.7.1.4c:	**Problem Solving - Perform**: Create specific strategies targeted at opposing viewpoints/perspectives.
G.K12.7.1.4d:	**Problem Solving - Accomplish**: Address critics with prepared, defensible arguments that effectively defend solutions.
G.K12.7.2.1a:	**Inventive Thinking - Know**: Generate ways to improve an existing product using two related sources.
G.K12.7.2.1b:	**Inventive Thinking - Understand**: Create an original product for a specific audience using inductive and deductive reasoning.
G.K12.7.2.1c:	**Inventive Thinking - Perform**: Create a product with defined rationale using multiple sources from varied fields or disciplines.
G.K12.7.2.1d:	**Inventive Thinking - Accomplish**: Create and defend a product using multiple sources that can be used in and across fields/disciplines.
G.K12.7.2.2a:	**Metaphorical Promotion - Know**: Create a statement or product using two related ideas to strengthen the message.
G.K12.7.2.2b:	**Metaphorical Promotion - Understand**: Illustrate a new concept using two or more related ideas innovatively.
G.K12.7.2.2c:	**Metaphorical Promotion - Perform**: Create two seemingly unrelated or opposing ideas to reflect an in-depth understanding of an issue, concept, or principle.
G.K12.7.2.2d:	**Metaphorical Promotion - Accomplish**: Incorporate multiple sources from varied perspectives to create and test a novel theory.
G.K12.7.2.3a:	**Praxis - Know**: Generate multiple solutions to a given problem.
G.K12.7.2.3b:	**Praxis - Understand**: Generate a new, personal concept by synthesizing multiple solutions and multiple perspectives.
G.K12.7.2.3c:	**Praxis - Perform**: Create a new personal theory by synthesizing multiple solutions and perspectives that can be applied to a different field of study.
G.K12.7.2.3d:	**Praxis - Accomplish**: Critique or defend a personal theory based on evidence from multiple sources and multiple perspectives.
LACC.K12.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LACC.K12.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LACC.K12.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LACC.K12.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LACC.K12.L.3.5:	Demonstrate understanding of word relationships and nuances in word meanings.
LACC.K12.L.3.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
LACC.K12.R.1.1:	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LACC.K12.R.1.2:	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LACC.K12.R.1.3:	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LACC.K12.R.2.4:	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LACC.K12.R.2.5:	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LACC.K12.R.2.6:	Assess how point of view or purpose shapes the content and style of a text.
LACC.K12.R.3.7:	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LACC.K12.R.3.8:	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and

	sufficiency of the evidence.
LACC.K12.R.3.9:	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
LACC.K12.R.4.10:	Read and comprehend complex literary and informational texts independently and proficiently.
LACC.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.
LACC.K12.SL.1.2:	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
LACC.K12.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
LACC.K12.SL.2.4:	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
LACC.K12.SL.2.5:	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
LACC.K12.SL.2.6:	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Course: Externship for Students who are Gifted- 7965030

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4903.aspx

BASIC INFORMATION

Course Title:	Externship for Students who are Gifted
Course Number:	7965030
Course Abbreviated Title:	EXTRNSHP STUS GIFTED
Course Path:	**Section:** Exceptional Student Education **Grade Group:** Senior High and Adult **Subject:** Gifted
Number of Credits:	Multiple Credit (more than 1 credit)
Status:	Draft - Board Approval Pending
General Notes:	The purpose of this course is to provide opportunities for students who are gifted to participate in a field experience with a community professional. This externship will provide an opportunity for field experience, research, and personal growth to enhance awareness of career options.

Students who are gifted have learning needs that go beyond what is traditionally offered in the regular classroom. The nature of their abilities, demonstrated or latent, requires differentiated learning experiences and opportunities for them to maximize their potential. Teachers need to develop the depth and quality of their students' experiences while adjusting the pace to meet individual needs.

This gifted course has been designed for the teacher to select and teach only the appropriate standards corresponding to a student's individual instructional needs. |

	Major Concepts/Content. The purpose of this course is to provide appropriately individualized curricula for students who are gifted. The content should include, but not be limited to the following: - independent learning - application of acquired knowledge - high-level communication - collaboration with field experts - application and utilization of appropriate technology - documentation of acquired information from field experience - career exploration - exploration of educational requirements, employment opportunities, and salaries in careers related to areas of externship
Verion Requirements:	**Instructional Practices** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning: 1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex. 2. Making close reading and rereading of texts central to lessons.

3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.

4. Requiring students to support answers with evidence from the text.

5. Providing extensive text-based research and writing opportunities (claims and evidence).

Special Note

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

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

It is necessary to implement a combination of research-based standards and strategies that have been proven successful in accelerating the development of research skills in gifted students. The instructional approaches should meet the needs of each student based on results of individual portfolios, assessments, and progress monitoring.

Integrate Common Core Standards for Mathematical Practice (MP) as applicable.

- MACC.K12.MP.1.1 Make sense of problems and persevere in solving them.
- MACC.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MACC.K12.MP.5.1 Use appropriate tools strategically.
- MACC.K12.MP.6.1 Attend to precision.

G.K12.1.1.1a:	**Nature of Knowledge - Know:** Locate and list the general divisions of knowledge, i.e., art, science, humanities, etc., and recognize integrated fields and disciplines.
G.K12.1.1.1b:	**Nature of Knowledge - Understand:** Identify and define a field of interest and analyze how the field is organized by explaining what criteria define the discipline and how those criteria are organized and divided.
G.K12.1.1.1c:	**Nature of Knowledge - Perform:** Differentiate fact, concept, theory, and principle and employ each in developing meaning and knowledge.
G.K12.1.1.1d:	**Nature of Knowledge - Accomplish:** Construct own meaning within a chosen field and offer new contributions to this respective field of study.
G.K12.1.1.2a:	**Basic Research - Know:** Identify and locate basic reference sources that support general research in several disciplines.
G.K12.1.1.2b:	**Basic Research - Understand:** Analyze the relevance and usefulness of primary and secondary references while identifying how fields are organized and subdivided.
G.K12.1.1.2c:	**Basic Research - Perform:** Use multiple primary and secondary sources to analyze, synthesize, and evaluate relevant persons, places, events, or beliefs that are dominant in a field.
G.K12.1.1.2d:	**Basic Research - Accomplish:** Use a variety of professional journals, professional databases, and college textbooks to make connections between and/or among fields of discipline.
G.K12.1.1.3a:	**Manipulation of Data - Know:** Manipulate data in order to determine contributions of the discipline to the community and world.

G.K12.1.1.3b:	**Manipulation of Data - Understand:** Seek and identify connections between fields to make sense of patterns and trends.
G.K12.1.1.3c:	**Manipulation of Data - Perform:** Construct research questions that help interpret the effects of major trends and issues over time.
G.K12.1.1.3d:	**Manipulation of Data - Accomplish:** Develop themes and connections across historical events, periods, and fields.
G.K12.1.1.4a:	**Organization of Data - Know:** Create or select an existing system for organizing data in a sequence.
G.K12.1.1.4b:	**Organization of Data - Understand:** Construct an organizational system (i.e., knowledge tree, graphic organizer, or diagram) that represents and illustrates the organization in a field of study and the subdivisions within that field.
G.K12.1.1.4c:	**Organization of Data - Perform:** Identify and illustrate themes, patterns, and structures that define an area of study.
G.K12.1.1.4d:	**Organization of Data - Accomplish:** Challenge (and defend or justify the challenge) accepted bodies of knowledge and organizational methodologies.
G.K12.1.2.1a:	**Conceptual Frameworks - Know:** Formulate questions to determine the relevance of the skills and knowledge required of a discipline.
G.K12.1.2.1b:	**Conceptual Frameworks - Understand:** Demonstrate understanding of conceptual themes and their organizational opportunities within a body of knowledge.
G.K12.1.2.1c:	**Conceptual Frameworks - Perform:** Create graphic organizers that organize the logical sequences of key conceptual themes in a field of study.
G.K12.1.2.1d:	**Conceptual Frameworks - Accomplish:** Analyze data and research methods used and developed by scholars within a field; internalize conceptual themes of that (those) discipline(s).
G.K12.1.2.1e:	**Conceptual Frameworks - Know:** Identify established rules or laws (principles) of nature which impact daily life and draw conclusions regarding their role in the world of work.
G.K12.1.2.1f:	**Conceptual Frameworks - Understand:** Differentiate similarities and differences between functional concepts and principles within a field.
G.K12.1.2.1g:	**Conceptual Frameworks - Perform:** Assimilate the often conflicting nature of knowledge generated within integrated disciplines.

G.K12.1.2.1h:	**Conceptual Frameworks - Accomplish:** Critique accepted conventions and rules and identify ambiguity.
G.K12.1.2.2a:	**Components and Methodologies - Know:** Identify and use terminology authentic to a chosen discipline of knowledge.
G.K12.1.2.2b:	**Components and Methodologies - Understand:** Create a list of the methodological skills and processes (general and specific) used by practicing professionals in a field.
G.K12.1.2.2c:	**Components and Methodologies - Perform:** Demonstrate an understanding of and delineate the diversity of language, tools, and methodologies between and among disciplines.
G.K12.1.2.2d:	**Components and Methodologies - Accomplish:** Experiment with a variety of methods to analyze data to develop greater understanding.
G.K12.1.2.3a:	**Conceptual Connections - Know:** Identify essential principles that govern and drive a series of key concepts in a chosen field.
G.K12.1.2.3b:	**Conceptual Connections - Understand:** Demonstrate foundational knowledge of various fields and disciplines.
G.K12.1.2.3c:	**Conceptual Connections - Perform:** Analyze and synthesize concepts and principles within a discipline in order to isolate essential concepts and identify macroconcepts.
G.K12.1.2.3d:	**Conceptual Connections - Accomplish:** Apply and transfer understanding to other disciplines.
G.K12.1.3.1a:	**Skill Development - Know:** Locate relevant information about varied professionals and identify personal strengths that may contribute to the field.
G.K12.1.3.1b:	**Skill Development - Understand:** Compare and contrast job descriptions, methods of working, and challenges faced by various practicing professionals to determine relevance to personal needs and goals.
G.K12.1.3.1c:	**Skill Development - Perform:** Use and refine the skills and methods of a professional in a discipline.
G.K12.1.3.1d:	**Skill Development - Accomplish:** Seek an understanding of the ethical issues and standards that frame a discipline.
G.K12.1.3.2a:	**Management of Data for Research - Know:** Identify a list of methods manuals, "How To" books, and other resources to research methodologies used by practitioners.

G.K12.1.3.2b:	**Management of Data for Research - Understand:** Compare and contrast general and specific methods of research used by practitioners to seek answers to viable professional questions.
G.K12.1.3.2c:	**Management of Data for Research - Perform:** Use appropriate data gathering instruments needed for a research study.
G.K12.1.3.2d:	**Management of Data for Research - Accomplish:** Apply the scientific method naturally, i.e., identify routine problem areas, focus the problem, state hypotheses, locate resources, classify and organize data, draw conclusions, and report findings.
G.K12.1.3.3a:	**Investigative Methodologies - Know:** Identify content area specialists to establish a sense of cause and effect within a field.
G.K12.1.3.3b:	**Investigative Methodologies - Understand:** Understand, identify, and analyze relationships among variables, constants, and controls in research.
G.K12.1.3.3c:	**Investigative Methodologies - Perform:** Apply the indicators that reflect quality in a field and understand how the field measures success.
G.K12.1.3.3d:	**Investigative Methodologies - Accomplish:** Challenge existing theories, principles, and rules through research and experimentation.
G.K12.1.3.4a:	**Support Structures - Know:** Recognize and identify the need for support structures found within a designated field of study and establish the nature of specific supports.
G.K12.1.3.4b:	**Support Structures - Understand:** Recognize the values and perspectives of those who hold opposing views within the discipline.
G.K12.1.3.4c:	**Support Structures - Perform:** Interview content area specialists to verify the application of methodologies incorporated in a study.
G.K12.1.3.4d:	**Support Structures - Accomplish:** Collaborate with professionals, experts, and others in the field to advance research, development, and understanding in the field.
G.K12.2.1.1a:	**The Nature of Questions - Know:** Identify questions as seeking basic information and facts in singular disciplines.
G.K12.2.1.1b:	**The Nature of Questions - Understand:** See potential for questions to explore broader aspects of knowledge, moving toward speculative and evaluative aspects.

G.K12.2.1.1c:	**The Nature of Questions - Perform:** Recognize that questions connect disciplines and build better frameworks for thinking.
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G.K12.2.1.2a:	**The Importance of Questions - Know:** Identify and situate questions within a singular discipline's method of inquiry.
G.K12.2.1.2b:	**The Importance of Questions - Understand:** Analyze and synthesize questions that connect methods of inquiry in different disciplines.
G.K12.2.1.2c:	**The Importance of Questions - Perform:** Order/categorize questions that link divergent disciplines and frame different inquiry methods.
G.K12.2.1.2d:	**The Importance of Questions - Accomplish:** Use questions that frame inquiry within divergent disciplines in order to understand the links between and/or among the disciplines.
G.K12.2.1.3a:	**The Power of Questions - Know:** Explain the function of questions within singular disciplines.
G.K12.2.1.3b:	**The Power of Questions - Understand:** Understand the function of questions to connect multiple disciplines.
G.K12.2.1.3c:	**The Power of Questions - Perform:** Demonstrate an initial use of questions to drive critical thought within a discipline.
G.K12.2.1.3d:	**The Power of Questions - Accomplish:** Manifest an understanding of the integrative nature and function of questions that drive inquiry in multiple disciplines.
G.K12.2.2.1a:	**Question Creation - Know:** Create questions that drive factual exploration within singular disciplines.
G.K12.2.2.1b:	**Question Creation - Understand:** Unite questions that drive broader exploration within disciplines.
G.K12.2.2.1c:	**Question Creation - Perform:** Manipulate ideas to create and organize questions that drive inquiry and connect divergent disciplines.
G.K12.2.2.1d:	**Question Creation - Accomplish:** Use questions that link divergent disciplines to develop personal understandings of experiences.
G.K12.2.2.2a:	**Questions and Inquiry - Know:** Explain the kind of information questions seek.
G.K12.2.2.2b:	**Questions and Inquiry - Understand:** Explain how the questions limit

	and/or expand the nature of the exploration.
G.K12.2.2.2c:	**Questions and Inquiry - Perform:** Use questions to refocus the nature of the inquiry.
G.K12.2.2.2d:	**Questions and Inquiry - Accomplish:** Use questions to situate personal interest and background within the inquiry.
G.K12.2.3.1a:	**Questions Scrutinized - Know:** Recognize the quality of questions (both identified and created) that frame singular disciplinary inquiry.
G.K12.2.3.1b:	**Questions Scrutinized - Understand:** Explain the quality of questions (both identified and created) that work to expand inquiry into integrated disciplines.
G.K12.2.3.1c:	**Questions Scrutinized - Perform:** Evaluate questions (both identified and created) as a regular component of personal research and exploration.
G.K12.2.3.1d:	**Questions Scrutinized - Accomplish:** Explore the nature of questioning, always aware that better questions deliver the potential for more complete information.
G.K12.2.3.2a:	**Questions Revised - Know:** Refine questions as directed so they explore a clearer line of inquiry within a single discipline.
G.K12.2.3.2b:	**Questions Revised - Understand:** Synthesize questions as directed so they explore a clearer line of inquiry and integrate disciplines.
G.K12.2.3.2c:	**Questions Revised - Perform:** Develop questions spontaneously and independently while conducting personal research and exploration.
G.K12.2.3.2d:	**Questions Revised - Accomplish:** Refine questions as a general practice or characteristic of intellectual pursuit.
G.K12.3.1.1a:	**Cooperative Research - Know:** Participate in a cooperative group to solve problems and/or complete a research project.
G.K12.3.1.1b:	**Cooperative Research - Understand:** Demonstrate ethical leadership and/or teamwork within a research workgroup.
G.K12.3.1.1c:	**Cooperative Research - Perform:** Work cooperatively with peers from a variety of perspectives and abilities while obtaining valid research and/or products from research.
G.K12.3.1.1d:	**Cooperative Research - Accomplish:** Integrate a variety of appropriate components uncovered from cooperative research within a field of study.

G.K12.3.1.2a:	**Scientific Method - Know:** Demonstrate the ability to gather and document data relevant to scientific investigations using the scientific method.
G.K12.3.1.2b:	**Scientific Method - Understand:** Analyze the impact or effect of chosen alternatives (variables) within the scientific method.
G.K12.3.1.2c:	**Scientific Method - Perform:** Construct scientific research using proper protocol for scientific study.
G.K12.3.1.2d:	**Scientific Method - Accomplish:** Use scientific method to produce products or solutions to problems in a research setting and in a non-research setting.
G.K12.3.1.3a:	**Research Tools - Know:** Recognize organizational tools used for research in a variety of fields.
G.K12.3.1.3b:	**Research Tools - Understand:** Use organizational strategies to generate ideas for research and/or creative products.
G.K12.3.1.3c:	**Research Tools - Perform:** Communicate results of research using the established organizational tools within a field of study.
G.K12.3.1.3d:	**Research Tools - Accomplish:** Create unique tools that incorporate a variety of methods of communication/ organization for the clarification of others about a field of study.
G.K12.3.2.1a:	**Information in Multiple Contexts - Know:** Identify and locate information available in a multitude of places, including newspapers, magazines, catalogues, Internet directories, time schedules, and media, all of which include local, state, national, and/or international sources.
G.K12.3.2.1b:	**Information in Multiple Contexts - Understand:** Analyze the relevance and usefulness of information for the completion of a specific task.
G.K12.3.2.1c:	**Information in Multiple Contexts - Perform:** Generate, classify, and evaluate ideas, objects, and/or events in a unique way to construct original projects that illustrate solutions to real-world problems and concerns.
G.K12.3.2.1d:	**Information in Multiple Contexts - Accomplish:** Assemble ideas, objects, and/or events from a variety of sources (primary and secondary) to conduct research in a field of study.
G.K12.3.2.1e:	**Information in Multiple Contexts - Know:** Use a systematic approach to locate information from a variety of reference materials, including

	the use of parts of a book,(e.g., table of contents, index, appendices, glossary, index, title page).
G.K12.3.2.1f:	**Information in Multiple Contexts - Understand:** Use appropriate accurate information for research and experimentation to create an original work.
G.K12.3.2.1g:	**Information in Multiple Contexts - Perform:** Use multiple secondary and primary sources to analyze, synthesize, and evaluate relevant details and facts to examine relationships, infer meanings, define relationships, and predict outcomes.
G.K12.3.2.1h:	**Information in Multiple Contexts - Accomplish:** Analyze and synthesize information and concepts contained in multiple sources and communicates results in a unique way, i.e., designing a better model or creating a simulation.
G.K12.3.3.1a:	**Deductive and Inductive Reasoning - Know:** Demonstrate the ability to retrieve information from a reliable data base.
G.K12.3.3.1b:	**Deductive and Inductive Reasoning - Understand:** Describe the nature of an argument, the degree of ambiguity, and the source (deductive/inductive) of the argument's authority.
G.K12.3.3.1c:	**Deductive and Inductive Reasoning - Perform:** Critique and defend statements of deductive and inductive reasoning.
G.K12.3.3.1d:	**Deductive and Inductive Reasoning - Accomplish:** Implement deductive and/or inductive reasoning within discussion and/or product development in a field of study.
G.K12.3.3.1e:	**Deductive and Inductive Reasoning - Know:** Define deductive and inductive reasoning and distinguish the different thought processes each uses.
G.K12.3.3.1f:	**Deductive and Inductive Reasoning - Understand:** Explain whether an argument depends on ambiguity, a shift in the line of reasoning, or whether the alleged authority is reliable.
G.K12.3.3.1g:	**Deductive and Inductive Reasoning - Perform:** Evaluate judgments made within the context of an argument.
G.K12.3.3.1h:	**Deductive and Inductive Reasoning - Accomplish:** Bring consistent use of different reasoning types to active study and research in a field.
G.K12.3.3.2a:	**Fact versus Opinion - Know:** Identify fact and opinion and recognizes the important implications for each.

G.K12.3.3.2b:	**Fact versus Opinion - Understand:** Juxtapose opinions and facts from multiple sources to support or validate conclusions.
G.K12.3.3.2c:	**Fact versus Opinion - Perform:** Analyze opinions and facts of experts within a research field.
G.K12.3.3.2d:	**Fact versus Opinion - Accomplish:** Create, defend, and adapt opinions developed after the analysis of data within a variety of fields.
G.K12.3.4.1a:	**Ethics - Know:** Identify ethical concerns related to the use of knowledge (copyright, security, integrity, piracy, privacy, etc.).
G.K12.3.4.1b:	**Ethics - Understand:** Explain ethical standards in regard to intellectual effects on research outcomes.
G.K12.3.4.1c:	**Ethics - Perform:** Clarify and develop a personal ethic regarding critical research.
G.K12.3.4.1d:	**Ethics - Accomplish:** Analyze the use of ethical protocol as it pertains to real- world problems and concerns.
G.K12.4.1.1a:	**Problem Investigation - Know:** Recognize multiple problems within a complex issue; poses research questions.
G.K12.4.1.1b:	**Problem Investigation - Understand:** Categorize and prioritize identified problems within a complex issue; generate hypotheses.
G.K12.4.1.1c:	**Problem Investigation - Perform:** Use established criteria to focus the problem statement and generate solutions.
G.K12.4.1.1d:	**Problem Investigation - Accomplish:** Propose new avenues for research of existing and future related problems.
G.K12.4.1.2a:	**Multiple Perspectives - Know:** Acknowledge diverse viewpoints of a problem.
G.K12.4.1.2b:	**Multiple Perspectives - Understand:** Compare and contrast multiple perspectives of a problem.
G.K12.4.1.2c:	**Multiple Perspectives - Perform:** Integrate multiple points of view into a problem statement.
G.K12.4.1.2d:	**Multiple Perspectives - Accomplish:** Restructure the problem statement to reflect new perspectives.
G.K12.4.1.3a:	**Supportive Constructs - Know:** Generate an effective argument on each side of a problem.
G.K12.4.1.3b:	**Supportive Constructs - Understand:** Develop multiple supporting

	statements from different perspectives.
G.K12.4.1.3c:	**Supportive Constructs - Perform:** Communicate supportive evidence convincingly in multiple formats.
G.K12.4.1.3d:	**Supportive Constructs - Accomplish:** Defend, challenge, and articulate points of view using available resources; develop effective rebuttals.
G.K12.4.1.4a:	**Solution Finding - Know:** Propose multiple solutions to a problem within varied categories (i.e., social, technological, educational, environmental, political).
G.K12.4.1.4b:	**Solution Finding - Understand:** Establish and apply criteria for evaluation of solutions.
G.K12.4.1.4c:	**Solution Finding - Perform:** Create original solutions and products based on evaluated criteria; analyze possible consequences and impacts; test conclusions to improve ideas.
G.K12.4.1.4d:	**Solution Finding - Accomplish:** Extend solutions to aid in solving future problems; seek alternative innovative outcomes or solutions.
G.K12.4.1.5a:	**Creative Thinking - Know:** Generate numerous and varied ideas to solve a real- world problem (fluency and flexibility).
G.K12.4.1.5b:	**Creative Thinking - Understand:** Synthesize unique alternatives to solve a problem (originality).
G.K12.4.1.5c:	**Creative Thinking - Perform:** Elaborate ideas through collaborative processes with colleagues.
G.K12.4.1.5d:	**Creative Thinking - Accomplish:** Evaluate and modify ideas and products to improve usefulness.
G.K12.4.2.1a:	**Data Analysis - Know:** Locate information and data sources relative to a complex, real-world problem.
G.K12.4.2.1b:	**Data Analysis - Understand:** Make decisions about the usefulness of data to filter out extraneous information.
G.K12.4.2.1c:	**Data Analysis - Perform:** Use a variety of tools and techniques to organize data to draw conclusive statements.
G.K12.4.2.1d:	**Data Analysis - Accomplish:** Perform data analysis using tools of practicing professionals for a specific intent.
G.K12.4.2.2a:	**Forecasting Solutions - Know:** Identify patterns within related facts and information.

G.K12.4.2.2b:	**Forecasting Solutions - Understand:** Organize facts and information using various methods to predict potential outcomes.
G.K12.4.2.2c:	**Forecasting Solutions - Perform:** Use forecasting tools to evaluate possible solutions.
G.K12.4.2.2d:	**Forecasting Solutions - Accomplish:** Anticipate and plan for possible, probable, and preferable future outcomes.
G.K12.4.2.3a:	**Critical Thinking - Know:** Distinguish between fact and opinion in a variety of sources.
G.K12.4.2.3b:	**Critical Thinking - Understand:** Recognize bias and value statements in a variety of media.
G.K12.4.2.3c:	**Critical Thinking - Perform:** Use inductive and deductive thinking processes to draw conclusions.
G.K12.4.2.3d:	**Critical Thinking - Accomplish:** Analyze, interpret, and synthesize details and facts to examine relationships, infer meanings, and predict outcomes.
G.K12.4.2.4a:	**Ethics - Know:** Recognize the role of values in the development of attitudes about a complex problem.
G.K12.4.2.4b:	**Ethics - Understand:** Use knowledge of recognized ethical standards of various stakeholders to formulate problem statements and solutions.
G.K12.4.2.4c:	**Ethics - Perfom:** Use the value system most common to a field of study to evaluate solutions and products.
G.K12.4.2.4d:	**Ethics - Accomplish:** Promote humane and respectful solutions to complex problems.
G.K12.4.3.1a:	**Evaluation - Know:** Recognize existing knowledge and attitudes about a complex problem.
G.K12.4.3.1b:	**Evaluation - Understand:** Analyze the impacts of existing knowledge and attitudes; identify personal assumptions and blind spots in approaching the problem.
G.K12.4.3.1c:	**Evaluation - Perform:** Identify knowledge gaps and inconsistencies to challenge existing attitudes and beliefs.
G.K12.4.3.1d:	**Evaluation - Accomplish:** Use multiple sources to affect change in generally accepted knowledge and attitudes.
G.K12.4.3.2a:	**Creative Methodology - Know:** Recognize contributions of inventors

	and innovators in multiple fields of accomplishment.
G.K12.4.3.2b:	**Creative Methodology - Understand:** Analyze and/or replicate methods used by creators and problem solvers in multiple fields.
G.K12.4.3.2c:	**Creative Methodology - Perform:** Create original products using various inventive strategies.
G.K12.4.3.2d:	**Creative Methodology - Accomplish:** Design original problem solving models for use in specific situations.
G.K12.4.3.2e:	**Creative Methodology - Know:** Identify a variety of problem solving methods.
G.K12.4.3.2f:	**Creative Methodology - Understand:** Differentiate the effectiveness of problem solving methods in a variety of settings.
G.K12.4.3.2g:	**Creative Methodology - Perform:** Apply appropriate methodologies for problem solving based on their usefulness.
G.K12.4.3.2h:	**Creative Methodology - Accomplish:** Reflect on adequacy of inventive processes and problem solving in various disciplines.
G.K12.4.3.3a:	**Communication - Know:** Identify stakeholders within a complex problem.
G.K12.4.3.3b:	**Communication - Understand:** Use multiple tools and techniques to target identified audiences; use precise language to explain positions.
G.K12.4.3.3c:	**Communication - Perform:** Use information about the stakeholders to develop convincing arguments to support solutions.
G.K12.4.3.3d:	**Communication - Accomplish:** Advocate convincingly to diverse audiences using sophisticated techniques (oral, written, technological) appropriate to the field and audience.
G.K12.5.1.1a:	**Consensus Building - Know**: Recognize the essential need to respect the ideas, feelings, and abilities of others.
G.K12.5.1.1b:	**Consensus Building - Understand**: Demonstrate a greater awareness of others through participation in programs and projects that emphasize service to others.
G.K12.5.1.1c:	**Consensus Building - Perform**: Use diverse individual beliefs and values of the group to design plans of action that address issues or problems.
G.K12.5.1.1d:	**Consensus Building - Accomplish**: Defend the results and gain support for a plan of action to address issues or problems within a

	diverse population.
G.K12.5.1.2a:	**Personal Qualities - Know**: Identify personal strengths and weaknesses that influence positive group dynamics.
G.K12.5.1.2b:	**Personal Qualities - Understand**: Recognize leadership patterns and behaviors that positively affect change in a group.
G.K12.5.1.2c:	**Personal Qualities - Perform**: Improve group performances through individual strengths and collaborative rules of courtesy and order.
G.K12.5.1.2d:	**Personal Qualities - Accomplish**: Analyze positive and negative aspects of leadership that drive the beliefs and values of a diverse group.
G.K12.5.1.2e:	**Personal Qualities - Know**: Identify personal abilities, talents, strengths and weaknesses for certain tasks, recognizing the power to influence one's own destiny.
G.K12.5.1.2f:	**Personal Qualities - Understand**: Compare and contrast the personal and academic goals of self and others in order to build cohesion.
G.K12.5.1.2g:	**Personal Qualities - Perform**: Demonstrate the ability to state personal preferences and support a personal point of view when contrary to the accepted view of others.
G.K12.5.1.2h:	**Personal Qualities - Accomplish**: Design, plan, and evaluate a plan of action to address an issue or problem of personal interest.
G.K12.5.1.3a:	**Conflict Resolution - Know**: Verbalize an awareness of the cause/effect relationship of his/her behavior within a group setting.
G.K12.5.1.3b:	**Conflict Resolution - Understand**: Generate a list of solutions to a group conflict, predicting possible concomitant results that might impact the group.
G.K12.5.1.3c:	**Conflict Resolution - Perform**: Implement conflict management and resolution techniques to bring about positive change.
G.K12.5.1.3d:	**Conflict Resolution - Accomplish**: Reflect upon the effectiveness of conflict management and resolution techniques used to develop strategies for future group problem solving.
G.K12.5.2.1a:	**Problem Solving - Know**: Identify characteristics that empower an individual to be a proficient, creative problem solver.
G.K12.5.2.1b:	**Problem Solving - Understand**: Recognize and emulate effective implementation of creative problem solving skills.

G.K12.5.2.1c:	**Problem Solving - Perform**: Simulate a creative problem solving encounter with a diverse group of individuals.
G.K12.5.2.1d:	**Problem Solving - Accomplish**: Analyze the productivity of the group's response to the problem following the conclusion of a creative problem solving experience.
G.K12.5.2.2a:	**Diversity - Know**: Identify in individuals the qualities of empathy and sensitivity to the ideas of others.
G.K12.5.2.2b:	**Diversity - Understand**: Promote diversity in talents and intellectual abilities of each member of the group.
G.K12.5.2.2c:	**Diversity - Perform**: Display flexibility when incorporating individual beliefs and values toward goal attainment.
G.K12.5.2.2d:	**Diversity - Accomplish**: Analyze diverse leadership styles of outstanding leaders and evaluate the impact to one's own personal leadership skills.
G.K12.5.2.3a:	**Self-awareness - Know**: Identify personal attributes as areas of strength or weakness.
G.K12.5.2.3b:	**Self-awareness - Understand**: Differentiate between individual strengths and weaknesses as motivators and/or limiters.
G.K12.5.2.3c:	**Self-awareness - Perform**: Demonstrate an understanding of positive self-worth and recognize limits in the emotional capacity of individuals.
G.K12.5.2.3d:	**Self-awareness - Accomplish**: Celebrate self-advocacy as a personal strength; accept weaknesses as an opportunity for change.
G.K12.5.3.1a:	**Group Dynamics - Know**: Adhere to the established rules of interaction in accepting and respecting consensus.
G.K12.5.3.1b:	**Group Dynamics - Understand**: Demonstrate the ability to convey to group members good decision making skills.
G.K12.5.3.1c:	**Group Dynamics - Perform**: Stimulate group discussion and decision making by asking appropriate questions.
G.K12.5.3.1d:	**Group Dynamics - Accomplish**: Direct the group through an analysis and synthesis of the final solution to the achievement of a project goal.
G.K12.5.3.2a:	**Communication - Know**: Convey information, concepts, and ideas using appropriate and advanced techniques.

G.K12.5.3.2b:	**Communication - Understand**: Show an awareness of the experiences, needs, and concerns of others in the communication process.
G.K12.5.3.2c:	**Communication - Perform**: Solidify group cohesion toward an assigned task using both verbal and non-verbal skills.
G.K12.5.3.2d:	**Communication - Accomplish**: Analyze and synthesize the presentation skills necessary to communicate ideas, information, concerns, and solutions to a project goal.
G.K12.5.3.3a:	**Technology - Know**: Identify appropriate technology to achieve a project goal.
G.K12.5.3.3b:	**Technology - Understand**: Demonstrate the ability to propose new uses for current technology.
G.K12.5.3.3c:	**Technology - Perform**: Integrate information systems in the problem solving process.
G.K12.5.3.3d:	**Technology - Accomplish**: Use information systems to identify and analyze trends and events in order to forecast future implications.
G.K12.5.3.4a:	**Cooperative Learning - Know**: Recognize positive interdependence as a basic tenet.
G.K12.5.3.4b:	**Cooperative Learning - Understand**: Convey an understanding of the importance of group cohesiveness and pride.
G.K12.5.3.4c:	**Cooperative Learning - Perform**: Demonstrate the ability to work with peers from a variety of cultures and ability levels respecting individual strengths, talents, and learning styles.
G.K12.5.3.4d:	**Cooperative Learning - Accomplish**: Display flexibility in the incorporation of individual beliefs and values in the completion of a goal while recognizing the diversity of group members.
G.K12.6.1.1a:	**Metacognition - Know**: Identify and use numerous tools to recognize personal strengths/weaknesses, learning styles/preferences.
G.K12.6.1.1b:	**Metacognition - Understand**: Interpret assessments and identify skills/abilities necessary for professional performance in a field of study.
G.K12.6.1.1c:	**Metacognition - Perform**: Recognize challenges and create goals for developing expertise in a field of study.
G.K12.6.1.1d:	**Metacognition - Accomplish**: Evaluate and refocus goals and the path to accomplishment through self- reflection and evaluation.

G.K12.6.1.2a:	**Learning Profile - Know**: Recognize the components of personal learning preferences.
G.K12.6.1.2b:	**Learning Profile - Understand**: Reflect on learning/work preferences to identify themes and changes over time.
G.K12.6.1.2c:	**Learning Profile - Perform**: Compare how components of learning preferences align with professionals in a field of study.
G.K12.6.1.2d:	**Learning Profile - Accomplish**: Use learning/work preferences to develop products in one or more disciplines.
G.K12.6.1.3a:	**Acceptance of Challenge - Know**: Recognize the need to accomplish tasks in areas of both strength and weakness.
G.K12.6.1.3b:	**Acceptance of Challenge - Understand**: Identify strategies and resources to overcome obstacles.
G.K12.6.1.3c:	**Acceptance of Challenge - Perform**: Return to a task that was not successful; evaluate alternatives and seek support from outside resources.
G.K12.6.1.3d:	**Acceptance of Challenge - Accomplish**: Seek opportunities to try new experiences in areas of strengths and weaknesses.
G.K12.6.1.4a:	**Evaluation - Know**: Use evaluation of previous tasks to improve performance.
G.K12.6.1.4b:	**Evaluation - Understand**: Review progress toward accepting challenges in various areas.
G.K12.6.1.4c:	**Evaluation - Perform**: Reflect on failures and successes through self evaluation; acknowledge constructive criticism.
G.K12.6.1.4d:	**Evaluation - Accomplish**: Solicit feedback from professionals related to projects and synthesize critiques into personal growth.
G.K12.6.2.1a:	**Independence - Know**: Recognize the need to set goals for assigned tasks.
G.K12.6.2.1b:	**Independence - Understand**: Systematically approach setting and modifying goals with support from teachers and/or peers.
G.K12.6.2.1c:	**Independence - Perform**: Document failures as a learning tool and alter plans when appropriate.
G.K12.6.2.1d:	**Independence - Accomplish**: Incorporate a system of goal-setting as a lifelong learner.
G.K12.6.2.2a:	**Self-Motivation - Know**: Follow directions to complete a task.

G.K12.6.2.2b:	**Self-Motivation - Understand**: Take initiative to complete tasks.
G.K12.6.2.2c:	**Self-Motivation - Perform**: Demonstrate persistence in returning to tasks and overcoming obstacles; adhere to timelines and other benchmarks.
G.K12.6.2.2d:	**Self-Motivation - Accomplish**: Strive for professional quality in self-selected projects and performances.
G.K12.6.2.3a:	**Priority - Know**: Identify a number of long and short-term goals and distinguishes between them.
G.K12.6.2.3b:	**Priority - Understand**: Prioritize goals by importance, time, resources, and sustainability.
G.K12.6.2.3c:	**Priority - Perform**: Evaluate and anticipate how controllable and non-controllable events and behavior affect goal achievement.
G.K12.6.2.3d:	**Priority - Accomplish**: Exercise visionary thinking and focus on the future to adjust and readjust goals.
G.K12.6.2.4a:	**Critical Reflection - Know**: Identify assumptions, beliefs, values, cultural practices, and social structures to assess impact.
G.K12.6.2.4b:	**Critical Reflection - Understand**: Analyze assumptions in relation to specific historical and cultural context.
G.K12.6.2.4c:	**Critical Reflection - Perform**: Propose alternative ways of thinking to challenge prevailing ways of knowing and acting.
G.K12.6.2.4d:	**Critical Reflection - Accomplish**: Question patterns of action to establish truth or viability of a proposition or action.
G.K12.6.3.1a:	**Communication - Know**: Communicate recognition of personal growth in areas of weakness and areas of strength.
G.K12.6.3.1b:	**Communication - Understand**: Use appropriate and field- specific language to describe challenges in a variety of areas; goals are well-defined and specific.
G.K12.6.3.1c:	**Communication - Perform**: Design oral and written plans to set goals and identify steps toward goal achievement and use those plans in work.
G.K12.6.3.1d:	**Communication - Accomplish**: Reflect on appropriateness of designed goal-setting plans; alter plans when appropriate; make future plans for goal achievement based on successes/failures.
G.K12.6.3.2a:	**Talent Development - Know**: Identify stages of talent development

	within a body of content.
G.K12.6.3.2b:	**Talent Development - Understand**: Evaluate personal levels of achievement and align them with levels of talent development.
G.K12.6.3.2c:	**Talent Development - Perform**: Produce high-quality products and performances that advance through a field's level of talent development.
G.K12.6.3.2d:	**Talent Development - Accomplish**: Develop products and performances of professional quality through individual strengths in relationship to fields of study.
G.K12.6.3.3a:	**Action Plan Components - Know**: Demonstrate knowledge of steps toward goal achievement.
G.K12.6.3.3b:	**Action Plan Components - Understand**: Develop goals and objectives that are realistic and systematic.
G.K12.6.3.3c:	**Action Plan Components - Perform**: Action plans include appropriate allocation of time, money, materials, and other resources.
G.K12.6.3.3d:	**Action Plan Components - Accomplish**: Action plan include components of evaluation, multiplicity of solutions to overcome obstacles, and recruitment of supporters and resources.
G.K12.6.3.4a:	**Social Context - Know**: Recognize how goals of self and others interconnect.
G.K12.6.3.4b:	**Social Context - Understand**: Establish goals for self that acknowledge goals of peers and others.
G.K12.6.3.4c:	**Social Context - Perform**: Assume responsibility for developing and managing goals that contribute to personal and group attainment.
G.K12.6.3.4d:	**Social Context - Accomplish**: Incorporate multiple points of view to develop long-term personal and collective goals in various contexts (educational, social, political, career).
G.K12.7.1.1a:	**Audience Recognition - Know**: Identify an authentic audience based on set criteria related to a specific topic.
G.K12.7.1.1b:	**Audience Recognition - Understand**: Communicate recognition of audience members' strengths and needs.
G.K12.7.1.1c:	**Audience Recognition - Perform**: React and refine performance based on audiences' strengths and needs.
G.K12.7.1.1d:	**Audience Recognition - Accomplish**: Communicate intentional

	reaction to subtle and overt feedback from audience.
G.K12.7.1.2a:	**Communication - Know**: Prepare and execute practiced performance to communicate ideas.
G.K12.7.1.2b:	**Communication - Understand**: Integrate ideas with visual supports to emphasize key point(s) in a performance.
G.K12.7.1.2c:	**Communication - Perform**: Identify personal presentation style and adapt that style to different purposes, moods, tones.
G.K12.7.1.2d:	**Communication - Accomplish**: Demonstrate evidence of refining a performance to communicate personal style.
G.K12.7.1.3a:	**Advanced Presentation - Know**: Use advanced language and symbol systems to communicate ideas.
G.K12.7.1.3b:	**Advanced Presentation - Understand**: Evaluate the personal preferences of others related to language and symbol systems.
G.K12.7.1.3c:	**Advanced Presentation - Perform**: Evaluate self in the area of presentation, language, and symbol systems.
G.K12.7.1.3d:	**Advanced Presentation - Accomplish**: Based on evaluation, revise and adapt presentation, language, and symbol systems for specific and various audiences.
G.K12.7.1.4a:	**Problem Solving - Know**: Create product to solve a problem or communicate a perspective.
G.K12.7.1.4b:	**Problem Solving - Understand**: Use strategies or tools of persuasion to resolve an issue or communicate a perspective.
G.K12.7.1.4c:	**Problem Solving - Perform**: Create specific strategies targeted at opposing viewpoints/perspectives.
G.K12.7.1.4d:	**Problem Solving - Accomplish**: Address critics with prepared, defensible arguments that effectively defend solutions.
G.K12.7.2.1a:	**Inventive Thinking - Know**: Generate ways to improve an existing product using two related sources.
G.K12.7.2.1b:	**Inventive Thinking - Understand**: Create an original product for a specific audience using inductive and deductive reasoning.
G.K12.7.2.1c:	**Inventive Thinking - Perform**: Create a product with defined rationale using multiple sources from varied fields or disciplines.
G.K12.7.2.1d:	**Inventive Thinking - Accomplish**: Create and defend a product using multiple sources that can be used in and across fields/disciplines.

G.K12.7.2.2a:	**Metaphorical Promotion - Know**: Create a statement or product using two related ideas to strengthen the message.
G.K12.7.2.2b:	**Metaphorical Promotion - Understand**: Illustrate a new concept using two or more related ideas innovatively.
G.K12.7.2.2c:	**Metaphorical Promotion - Perform**: Create two seemingly unrelated or opposing ideas to reflect an in-depth understanding of an issue, concept, or principle.
G.K12.7.2.2d:	**Metaphorical Promotion - Accomplish**: Incorporate multiple sources from varied perspectives to create and test a novel theory.
G.K12.7.2.3a:	**Praxis - Know**: Generate multiple solutions to a given problem.
G.K12.7.2.3b:	**Praxis - Understand**: Generate a new, personal concept by synthesizing multiple solutions and multiple perspectives.
G.K12.7.2.3c:	**Praxis - Perform**: Create a new personal theory by synthesizing multiple solutions and perspectives that can be applied to a different field of study.
G.K12.7.2.3d:	**Praxis - Accomplish**: Critique or defend a personal theory based on evidence from multiple sources and multiple perspectives.
LACC.K12.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LACC.K12.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LACC.K12.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LACC.K12.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LACC.K12.L.3.5:	Demonstrate understanding of word relationships and nuances in word meanings.
LACC.K12.R.1.1:	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LACC.K12.R.1.2:	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

LACC.K12.R.1.3:	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LACC.K12.R.2.4:	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LACC.K12.R.2.5:	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LACC.K12.R.2.6:	Assess how point of view or purpose shapes the content and style of a text.
LACC.K12.R.3.7:	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LACC.K12.R.3.8:	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
LACC.K12.R.3.9:	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
LACC.K12.R.4.10:	Read and comprehend complex literary and informational texts independently and proficiently.
LACC.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.
LACC.K12.SL.1.2:	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
LACC.K12.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
LACC.K12.SL.2.4:	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
LACC.K12.SL.2.5:	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

LACC.K12.SL.2.6:	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
LACC.K12.W.1.1:	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LACC.K12.W.1.2:	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LACC.K12.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LACC.K12.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.K12.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LACC.K12.W.2.6:	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LACC.K12.W.3.7:	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
LACC.K12.W.3.8:	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
LACC.K12.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LACC.K12.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.

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Course: Research Methodology for Students who are Gifted- 7965010

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4902.aspx

BASIC INFORMATION

Course Title:	Research Methodology for Students who are Gifted
Course Number:	7965010
Course Abbreviated Title:	MTH STUS GIFTED
Course Path:	**Section:** Exceptional Student Education **Grade Group:** Senior High and Adult **Subject:** Gifted
Number of Credits:	Multiple Credit (more than 1 credit)
Status:	Draft - Board Approval Pending
General Notes:	This course will develop an understanding of research methods and strategies that manifest themselves in a variety of disciplines and intellectual pursuits. Research methodology, in this context, includes both research done for academic pursuits as well as that which is pursued for personal interest. Methods of analysis, of discerning the importance and nature of differing sources, and the pursuit of further study are all significant parts of the activities that embody research. Students who are gifted have learning needs that go beyond what is traditionally offered in the regular classroom. The nature of their abilities, demonstrated or latent, requires differentiated learning experiences and opportunities for them to maximize their potential. Teachers need to develop the depth and quality of their students' experiences while adjusting the pace to meet individual needs. This gifted course has been designed for the teacher to select and

	teach only the appropriate standards corresponding to a student's individual instructional needs. Major Concepts/Content. The purpose of this course is to provide appropriately individualized curricula for students who are gifted. The content should include, but not be limited to the following: - develop a broad range of research methods - pursue further study in areas and ideas of significant interest - use research methodology appropriate for a selected discipline or area of study - conduct and integrate research in multiple fields/studies - employ primary and secondary resource materials in research methods - apply the use of technology to search for information, manage projects - explore creative expression through a variety of cognitive avenues - produce a variety of meaningful products
Verion Requirements:	**Instructional Practices** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning: 1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.

2. Making close reading and rereading of texts central to lessons.

3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.

4. Requiring students to support answers with evidence from the text.

5. Providing extensive text-based research and writing opportunities (claims and evidence).

Special Note

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

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

It is necessary to implement a combination of research-based standards and strategies that have been proven successful in accelerating the development of research skills in gifted students. The instructional approaches should meet the needs of each student based on results of individual portfolios, assessments, and progress monitoring.

STANDARDS (316)

Integrate Common Core Standards for Mathematical Practice (MP) as applicable.

- MACC.K12.MP.1.1 Make sense of problems and persevere in solving them.
- MACC.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MACC.K12.MP.5.1 Use appropriate tools strategically.
- MACC.K12.MP.6.1 Attend to precision.

G.K12.1.1.1a:	**Nature of Knowledge - Know:** Locate and list the general divisions of knowledge, i.e., art, science, humanities, etc., and recognize integrated fields and disciplines.
G.K12.1.1.1b:	**Nature of Knowledge - Understand:** Identify and define a field of interest and analyze how the field is organized by explaining what criteria define the discipline and how those criteria are organized and divided.
G.K12.1.1.1c:	**Nature of Knowledge - Perform:** Differentiate fact, concept, theory, and principle and employ each in developing meaning and knowledge.
G.K12.1.1.1d:	**Nature of Knowledge - Accomplish:** Construct own meaning within a chosen field and offer new contributions to this respective field of study.
G.K12.1.1.2a:	**Basic Research - Know:** Identify and locate basic reference sources that support general research in several disciplines.
G.K12.1.1.2b:	**Basic Research - Understand:** Analyze the relevance and usefulness of primary and secondary references while identifying how fields are organized and subdivided.
G.K12.1.1.2c:	**Basic Research - Perform:** Use multiple primary and secondary sources to analyze, synthesize, and evaluate relevant persons, places, events, or beliefs that are dominant in a field.
G.K12.1.1.2d:	**Basic Research - Accomplish:** Use a variety of professional journals, professional databases, and college textbooks to make connections

	between and/or among fields of discipline.
G.K12.1.1.3a:	**Manipulation of Data - Know:** Manipulate data in order to determine contributions of the discipline to the community and world.
G.K12.1.1.3b:	**Manipulation of Data - Understand:** Seek and identify connections between fields to make sense of patterns and trends.
G.K12.1.1.3c:	**Manipulation of Data - Perform:** Construct research questions that help interpret the effects of major trends and issues over time.
G.K12.1.1.3d:	**Manipulation of Data - Accomplish:** Develop themes and connections across historical events, periods, and fields.
G.K12.1.1.4a:	**Organization of Data - Know:** Create or select an existing system for organizing data in a sequence.
G.K12.1.1.4b:	**Organization of Data - Understand:** Construct an organizational system (i.e., knowledge tree, graphic organizer, or diagram) that represents and illustrates the organization in a field of study and the subdivisions within that field.
G.K12.1.1.4c:	**Organization of Data - Perform:** Identify and illustrate themes, patterns, and structures that define an area of study.
G.K12.1.1.4d:	**Organization of Data - Accomplish:** Challenge (and defend or justify the challenge) accepted bodies of knowledge and organizational methodologies.
G.K12.1.2.1a:	**Conceptual Frameworks - Know:** Formulate questions to determine the relevance of the skills and knowledge required of a discipline.
G.K12.1.2.1b:	**Conceptual Frameworks - Understand:** Demonstrate understanding of conceptual themes and their organizational opportunities within a body of knowledge.
G.K12.1.2.1c:	**Conceptual Frameworks - Perform:** Create graphic organizers that organize the logical sequences of key conceptual themes in a field of study.
G.K12.1.2.1d:	**Conceptual Frameworks - Accomplish:** Analyze data and research methods used and developed by scholars within a field; internalize conceptual themes of that (those) discipline(s).
G.K12.1.2.1e:	**Conceptual Frameworks - Know:** Identify established rules or laws (principles) of nature which impact daily life and draw conclusions regarding their role in the world of work.
G.K12.1.2.1f:	**Conceptual Frameworks - Understand:** Differentiate similarities and

	differences between functional concepts and principles within a field.
G.K12.1.2.1g:	**Conceptual Frameworks - Perform:** Assimilate the often conflicting nature of knowledge generated within integrated disciplines.
G.K12.1.2.1h:	**Conceptual Frameworks - Accomplish:** Critique accepted conventions and rules and identify ambiguity.
G.K12.1.2.2a:	**Components and Methodologies - Know:** Identify and use terminology authentic to a chosen discipline of knowledge.
G.K12.1.2.2b:	**Components and Methodologies - Understand:** Create a list of the methodological skills and processes (general and specific) used by practicing professionals in a field.
G.K12.1.2.2c:	**Components and Methodologies - Perform:** Demonstrate an understanding of and delineate the diversity of language, tools, and methodologies between and among disciplines.
G.K12.1.2.2d:	**Components and Methodologies - Accomplish:** Experiment with a variety of methods to analyze data to develop greater understanding.
G.K12.1.2.3a:	**Conceptual Connections - Know:** Identify essential principles that govern and drive a series of key concepts in a chosen field.
G.K12.1.2.3b:	**Conceptual Connections - Understand:** Demonstrate foundational knowledge of various fields and disciplines.
G.K12.1.2.3c:	**Conceptual Connections - Perform:** Analyze and synthesize concepts and principles within a discipline in order to isolate essential concepts and identify macroconcepts.
G.K12.1.2.3d:	**Conceptual Connections - Accomplish:** Apply and transfer understanding to other disciplines.
G.K12.1.3.1a:	**Skill Development - Know:** Locate relevant information about varied professionals and identify personal strengths that may contribute to the field.
G.K12.1.3.1b:	**Skill Development - Understand:** Compare and contrast job descriptions, methods of working, and challenges faced by various practicing professionals to determine relevance to personal needs and goals.
G.K12.1.3.1c:	**Skill Development - Perform:** Use and refine the skills and methods of a professional in a discipline.
G.K12.1.3.1d:	**Skill Development - Accomplish:** Seek an understanding of the ethical issues and standards that frame a discipline.

G.K12.1.3.2a:	**Management of Data for Research - Know:** Identify a list of methods manuals, "How To" books, and other resources to research methodologies used by practitioners.
G.K12.1.3.2b:	**Management of Data for Research - Understand:** Compare and contrast general and specific methods of research used by practitioners to seek answers to viable professional questions.
G.K12.1.3.2c:	**Management of Data for Research - Perform:** Use appropriate data gathering instruments needed for a research study.
G.K12.1.3.2d:	**Management of Data for Research - Accomplish:** Apply the scientific method naturally, i.e., identify routine problem areas, focus the problem, state hypotheses, locate resources, classify and organize data, draw conclusions, and report findings.
G.K12.1.3.3a:	**Investigative Methodologies - Know:** Identify content area specialists to establish a sense of cause and effect within a field.
G.K12.1.3.3b:	**Investigative Methodologies - Understand:** Understand, identify, and analyze relationships among variables, constants, and controls in research.
G.K12.1.3.3c:	**Investigative Methodologies - Perform:** Apply the indicators that reflect quality in a field and understand how the field measures success.
G.K12.1.3.3d:	**Investigative Methodologies - Accomplish:** Challenge existing theories, principles, and rules through research and experimentation.
G.K12.1.3.4a:	**Support Structures - Know:** Recognize and identify the need for support structures found within a designated field of study and establish the nature of specific supports.
G.K12.1.3.4b:	**Support Structures - Understand:** Recognize the values and perspectives of those who hold opposing views within the discipline.
G.K12.1.3.4c:	**Support Structures - Perform:** Interview content area specialists to verify the application of methodologies incorporated in a study.
G.K12.1.3.4d:	**Support Structures - Accomplish:** Collaborate with professionals, experts, and others in the field to advance research, development, and understanding in the field.
G.K12.2.1.1a:	**The Nature of Questions - Know:** Identify questions as seeking basic information and facts in singular disciplines.
G.K12.2.1.1b:	**The Nature of Questions - Understand:** See potential for questions

	to explore broader aspects of knowledge, moving toward speculative and evaluative aspects.
G.K12.2.1.1c:	**The Nature of Questions - Perform:** Recognize that questions connect disciplines and build better frameworks for thinking.
G.K12.2.1.1d:	**The Nature of Questions - Accomplish:** Seek and use questions that connect divergent disciplines in order to expand understanding.
G.K12.2.1.2a:	**The Importance of Questions - Know:** Identify and situate questions within a singular discipline's method of inquiry.
G.K12.2.1.2b:	**The Importance of Questions - Understand:** Analyze and synthesize questions that connect methods of inquiry in different disciplines.
G.K12.2.1.2c:	**The Importance of Questions - Perform:** Order/categorize questions that link divergent disciplines and frame different inquiry methods.
G.K12.2.1.2d:	**The Importance of Questions - Accomplish:** Use questions that frame inquiry within divergent disciplines in order to understand the links between and/or among the disciplines.
G.K12.2.1.3a:	**The Power of Questions - Know:** Explain the function of questions within singular disciplines.
G.K12.2.1.3b:	**The Power of Questions - Understand:** Understand the function of questions to connect multiple disciplines.
G.K12.2.1.3c:	**The Power of Questions - Perform:** Demonstrate an initial use of questions to drive critical thought within a discipline.
G.K12.2.1.3d:	**The Power of Questions - Accomplish:** Manifest an understanding of the integrative nature and function of questions that drive inquiry in multiple disciplines.
G.K12.2.2.1a:	**Question Creation - Know:** Create questions that drive factual exploration within singular disciplines.
G.K12.2.2.1b:	**Question Creation - Understand:** Unite questions that drive broader exploration within disciplines.
G.K12.2.2.1c:	**Question Creation - Perform:** Manipulate ideas to create and organize questions that drive inquiry and connect divergent disciplines.
G.K12.2.2.1d:	**Question Creation - Accomplish:** Use questions that link divergent disciplines to develop personal understandings of experiences.
G.K12.2.2.2a:	**Questions and Inquiry - Know:** Explain the kind of information

	questions seek.
G.K12.2.2.2b:	**Questions and Inquiry - Understand:** Explain how the questions limit and/or expand the nature of the exploration.
G.K12.2.2.2c:	**Questions and Inquiry - Perform:** Use questions to refocus the nature of the inquiry.
G.K12.2.2.2d:	**Questions and Inquiry - Accomplish:** Use questions to situate personal interest and background within the inquiry.
G.K12.2.3.1a:	**Questions Scrutinized - Know:** Recognize the quality of questions (both identified and created) that frame singular disciplinary inquiry.
G.K12.2.3.1b:	**Questions Scrutinized - Understand:** Explain the quality of questions (both identified and created) that work to expand inquiry into integrated disciplines.
G.K12.2.3.1c:	**Questions Scrutinized - Perform:** Evaluate questions (both identified and created) as a regular component of personal research and exploration.
G.K12.2.3.1d:	**Questions Scrutinized - Accomplish:** Explore the nature of questioning, always aware that better questions deliver the potential for more complete information.
G.K12.2.3.2a:	**Questions Revised - Know:** Refine questions as directed so they explore a clearer line of inquiry within a single discipline.
G.K12.2.3.2b:	**Questions Revised - Understand:** Synthesize questions as directed so they explore a clearer line of inquiry and integrate disciplines.
G.K12.2.3.2c:	**Questions Revised - Perform:** Develop questions spontaneously and independently while conducting personal research and exploration.
G.K12.2.3.2d:	**Questions Revised - Accomplish:** Refine questions as a general practice or characteristic of intellectual pursuit.
G.K12.3.1.1a:	**Cooperative Research - Know:** Participate in a cooperative group to solve problems and/or complete a research project.
G.K12.3.1.1b:	**Cooperative Research - Understand:** Demonstrate ethical leadership and/or teamwork within a research workgroup.
G.K12.3.1.1c:	**Cooperative Research - Perform:** Work cooperatively with peers from a variety of perspectives and abilities while obtaining valid research and/or products from research.
G.K12.3.1.1d:	**Cooperative Research - Accomplish:** Integrate a variety of

	appropriate components uncovered from cooperative research within a field of study.
G.K12.3.1.2a:	**Scientific Method - Know:** Demonstrate the ability to gather and document data relevant to scientific investigations using the scientific method.
G.K12.3.1.2b:	**Scientific Method - Understand:** Analyze the impact or effect of chosen alternatives (variables) within the scientific method.
G.K12.3.1.2c:	**Scientific Method - Perform:** Construct scientific research using proper protocol for scientific study.
G.K12.3.1.2d:	**Scientific Method - Accomplish:** Use scientific method to produce products or solutions to problems in a research setting and in a non-research setting.
G.K12.3.1.3a:	**Research Tools - Know:** Recognize organizational tools used for research in a variety of fields.
G.K12.3.1.3b:	**Research Tools - Understand:** Use organizational strategies to generate ideas for research and/or creative products.
G.K12.3.1.3c:	**Research Tools - Perform:** Communicate results of research using the established organizational tools within a field of study.
G.K12.3.1.3d:	**Research Tools - Accomplish:** Create unique tools that incorporate a variety of methods of communication/ organization for the clarification of others about a field of study.
G.K12.3.2.1a:	**Information in Multiple Contexts - Know:** Identify and locate information available in a multitude of places, including newspapers, magazines, catalogues, Internet directories, time schedules, and media, all of which include local, state, national, and/or international sources.
G.K12.3.2.1b:	**Information in Multiple Contexts - Understand:** Analyze the relevance and usefulness of information for the completion of a specific task.
G.K12.3.2.1c:	**Information in Multiple Contexts - Perform:** Generate, classify, and evaluate ideas, objects, and/or events in a unique way to construct original projects that illustrate solutions to real-world problems and concerns.
G.K12.3.2.1d:	**Information in Multiple Contexts - Accomplish:** Assemble ideas, objects, and/or events from a variety of sources (primary and secondary) to conduct research in a field of study.

G.K12.3.2.1e:	**Information in Multiple Contexts - Know:** Use a systematic approach to locate information from a variety of reference materials, including the use of parts of a book,(e.g., table of contents, index, appendices, glossary, index, title page).
G.K12.3.2.1f:	**Information in Multiple Contexts - Understand:** Use appropriate accurate information for research and experimentation to create an original work.
G.K12.3.2.1g:	**Information in Multiple Contexts - Perform:** Use multiple secondary and primary sources to analyze, synthesize, and evaluate relevant details and facts to examine relationships, infer meanings, define relationships, and predict outcomes.
G.K12.3.2.1h:	**Information in Multiple Contexts - Accomplish:** Analyze and synthesize information and concepts contained in multiple sources and communicates results in a unique way, i.e., designing a better model or creating a simulation.
G.K12.3.3.1a:	**Deductive and Inductive Reasoning - Know:** Demonstrate the ability to retrieve information from a reliable data base.
G.K12.3.3.1b:	**Deductive and Inductive Reasoning - Understand:** Describe the nature of an argument, the degree of ambiguity, and the source (deductive/inductive) of the argument's authority.
G.K12.3.3.1c:	**Deductive and Inductive Reasoning - Perform:** Critique and defend statements of deductive and inductive reasoning.
G.K12.3.3.1d:	**Deductive and Inductive Reasoning - Accomplish:** Implement deductive and/or inductive reasoning within discussion and/or product development in a field of study.
G.K12.3.3.1e:	**Deductive and Inductive Reasoning - Know:** Define deductive and inductive reasoning and distinguish the different thought processes each uses.
G.K12.3.3.1f:	**Deductive and Inductive Reasoning - Understand:** Explain whether an argument depends on ambiguity, a shift in the line of reasoning, or whether the alleged authority is reliable.
G.K12.3.3.1g:	**Deductive and Inductive Reasoning - Perform:** Evaluate judgments made within the context of an argument.
G.K12.3.3.1h:	**Deductive and Inductive Reasoning - Accomplish:** Bring consistent use of different reasoning types to active study and research in a field.

G.K12.3.3.2a:	**Fact versus Opinion - Know:** Identify fact and opinion and recognizes the important implications for each.
G.K12.3.3.2b:	**Fact versus Opinion - Understand:** Juxtapose opinions and facts from multiple sources to support or validate conclusions.
G.K12.3.3.2c:	**Fact versus Opinion - Perform:** Analyze opinions and facts of experts within a research field.
G.K12.3.3.2d:	**Fact versus Opinion - Accomplish:** Create, defend, and adapt opinions developed after the analysis of data within a variety of fields.
G.K12.3.4.1a:	**Ethics - Know:** Identify ethical concerns related to the use of knowledge (copyright, security, integrity, piracy, privacy, etc.).
G.K12.3.4.1b:	**Ethics - Understand:** Explain ethical standards in regard to intellectual effects on research outcomes.
G.K12.3.4.1c:	**Ethics - Perform:** Clarify and develop a personal ethic regarding critical research.
G.K12.3.4.1d:	**Ethics - Accomplish:** Analyze the use of ethical protocol as it pertains to real- world problems and concerns.
G.K12.4.1.1a:	**Problem Investigation - Know:** Recognize multiple problems within a complex issue; poses research questions.
G.K12.4.1.1b:	**Problem Investigation - Understand:** Categorize and prioritize identified problems within a complex issue; generate hypotheses.
G.K12.4.1.1c:	**Problem Investigation - Perform:** Use established criteria to focus the problem statement and generate solutions.
G.K12.4.1.1d:	**Problem Investigation - Accomplish:** Propose new avenues for research of existing and future related problems.
G.K12.4.1.2a:	**Multiple Perspectives - Know:** Acknowledge diverse viewpoints of a problem.
G.K12.4.1.2b:	**Multiple Perspectives - Understand:** Compare and contrast multiple perspectives of a problem.
G.K12.4.1.2c:	**Multiple Perspectives - Perform:** Integrate multiple points of view into a problem statement.
G.K12.4.1.2d:	**Multiple Perspectives - Accomplish:** Restructure the problem statement to reflect new perspectives.
G.K12.4.1.3a:	**Supportive Constructs - Know:** Generate an effective argument on

	each side of a problem.
G.K12.4.1.3b:	**Supportive Constructs - Understand:** Develop multiple supporting statements from different perspectives.
G.K12.4.1.3c:	**Supportive Constructs - Perform:** Communicate supportive evidence convincingly in multiple formats.
G.K12.4.1.3d:	**Supportive Constructs - Accomplish:** Defend, challenge, and articulate points of view using available resources; develop effective rebuttals.
G.K12.4.1.4a:	**Solution Finding - Know:** Propose multiple solutions to a problem within varied categories (i.e., social, technological, educational, environmental, political).
G.K12.4.1.4b:	**Solution Finding - Understand:** Establish and apply criteria for evaluation of solutions.
G.K12.4.1.4c:	**Solution Finding - Perform:** Create original solutions and products based on evaluated criteria; analyze possible consequences and impacts; test conclusions to improve ideas.
G.K12.4.1.4d:	**Solution Finding - Accomplish:** Extend solutions to aid in solving future problems; seek alternative innovative outcomes or solutions.
G.K12.4.1.5a:	**Creative Thinking - Know:** Generate numerous and varied ideas to solve a real- world problem (fluency and flexibility).
G.K12.4.1.5b:	**Creative Thinking - Understand:** Synthesize unique alternatives to solve a problem (originality).
G.K12.4.1.5c:	**Creative Thinking - Perform:** Elaborate ideas through collaborative processes with colleagues.
G.K12.4.1.5d:	**Creative Thinking - Accomplish:** Evaluate and modify ideas and products to improve usefulness.
G.K12.4.2.1a:	**Data Analysis - Know:** Locate information and data sources relative to a complex, real-world problem.
G.K12.4.2.1b:	**Data Analysis - Understand:** Make decisions about the usefulness of data to filter out extraneous information.
G.K12.4.2.1c:	**Data Analysis - Perform:** Use a variety of tools and techniques to organize data to draw conclusive statements.
G.K12.4.2.1d:	**Data Analysis - Accomplish:** Perform data analysis using tools of practicing professionals for a specific intent.

G.K12.4.2.2a:	**Forecasting Solutions - Know:** Identify patterns within related facts and information.
G.K12.4.2.2b:	**Forecasting Solutions - Understand:** Organize facts and information using various methods to predict potential outcomes.
G.K12.4.2.2c:	**Forecasting Solutions - Perform:** Use forecasting tools to evaluate possible solutions.
G.K12.4.2.2d:	**Forecasting Solutions - Accomplish:** Anticipate and plan for possible, probable, and preferable future outcomes.
G.K12.4.2.3a:	**Critical Thinking - Know:** Distinguish between fact and opinion in a variety of sources.
G.K12.4.2.3b:	**Critical Thinking - Understand:** Recognize bias and value statements in a variety of media.
G.K12.4.2.3c:	**Critical Thinking - Perform:** Use inductive and deductive thinking processes to draw conclusions.
G.K12.4.2.3d:	**Critical Thinking - Accomplish:** Analyze, interpret, and synthesize details and facts to examine relationships, infer meanings, and predict outcomes.
G.K12.4.2.4a:	**Ethics - Know:** Recognize the role of values in the development of attitudes about a complex problem.
G.K12.4.2.4b:	**Ethics - Understand:** Use knowledge of recognized ethical standards of various stakeholders to formulate problem statements and solutions.
G.K12.4.2.4c:	**Ethics - Perfom:** Use the value system most common to a field of study to evaluate solutions and products.
G.K12.4.2.4d:	**Ethics - Accomplish:** Promote humane and respectful solutions to complex problems.
G.K12.4.3.1a:	**Evaluation - Know:** Recognize existing knowledge and attitudes about a complex problem.
G.K12.4.3.1b:	**Evaluation - Understand:** Analyze the impacts of existing knowledge and attitudes; identify personal assumptions and blind spots in approaching the problem.
G.K12.4.3.1c:	**Evaluation - Perform:** Identify knowledge gaps and inconsistencies to challenge existing attitudes and beliefs.
G.K12.4.3.1d:	**Evaluation - Accomplish:** Use multiple sources to affect change in

	generally accepted knowledge and attitudes.
G.K12.4.3.2a:	**Creative Methodology - Know:** Recognize contributions of inventors and innovators in multiple fields of accomplishment.
G.K12.4.3.2b:	**Creative Methodology - Understand:** Analyze and/or replicate methods used by creators and problem solvers in multiple fields.
G.K12.4.3.2c:	**Creative Methodology - Perform:** Create original products using various inventive strategies.
G.K12.4.3.2d:	**Creative Methodology - Accomplish:** Design original problem solving models for use in specific situations.
G.K12.4.3.2e:	**Creative Methodology - Know:** Identify a variety of problem solving methods.
G.K12.4.3.2f:	**Creative Methodology - Understand:** Differentiate the effectiveness of problem solving methods in a variety of settings.
G.K12.4.3.2g:	**Creative Methodology - Perform:** Apply appropriate methodologies for problem solving based on their usefulness.
G.K12.4.3.2h:	**Creative Methodology - Accomplish:** Reflect on adequacy of inventive processes and problem solving in various disciplines.
G.K12.4.3.3a:	**Communication - Know:** Identify stakeholders within a complex problem.
G.K12.4.3.3b:	**Communication - Understand:** Use multiple tools and techniques to target identified audiences; use precise language to explain positions.
G.K12.4.3.3c:	**Communication - Perform:** Use information about the stakeholders to develop convincing arguments to support solutions.
G.K12.4.3.3d:	**Communication - Accomplish:** Advocate convincingly to diverse audiences using sophisticated techniques (oral, written, technological) appropriate to the field and audience.
G.K12.5.1.1a:	**Consensus Building - Know**: Recognize the essential need to respect the ideas, feelings, and abilities of others.
G.K12.5.1.1b:	**Consensus Building - Understand**: Demonstrate a greater awareness of others through participation in programs and projects that emphasize service to others.
G.K12.5.1.1c:	**Consensus Building - Perform**: Use diverse individual beliefs and values of the group to design plans of action that address issues or problems.

G.K12.5.1.1d:	**Consensus Building - Accomplish**: Defend the results and gain support for a plan of action to address issues or problems within a diverse population.
G.K12.5.1.2a:	**Personal Qualities - Know**: Identify personal strengths and weaknesses that influence positive group dynamics.
G.K12.5.1.2b:	**Personal Qualities - Understand**: Recognize leadership patterns and behaviors that positively affect change in a group.
G.K12.5.1.2c:	**Personal Qualities - Perform**: Improve group performances through individual strengths and collaborative rules of courtesy and order.
G.K12.5.1.2d:	**Personal Qualities - Accomplish**: Analyze positive and negative aspects of leadership that drive the beliefs and values of a diverse group.
G.K12.5.1.2e:	**Personal Qualities - Know**: Identify personal abilities, talents, strengths and weaknesses for certain tasks, recognizing the power to influence one's own destiny.
G.K12.5.1.2f:	**Personal Qualities - Understand**: Compare and contrast the personal and academic goals of self and others in order to build cohesion.
G.K12.5.1.2g:	**Personal Qualities - Perform**: Demonstrate the ability to state personal preferences and support a personal point of view when contrary to the accepted view of others.
G.K12.5.1.2h:	**Personal Qualities - Accomplish**: Design, plan, and evaluate a plan of action to address an issue or problem of personal interest.
G.K12.5.1.3a:	**Conflict Resolution - Know**: Verbalize an awareness of the cause/effect relationship of his/her behavior within a group setting.
G.K12.5.1.3b:	**Conflict Resolution - Understand**: Generate a list of solutions to a group conflict, predicting possible concomitant results that might impact the group.
G.K12.5.1.3c:	**Conflict Resolution - Perform**: Implement conflict management and resolution techniques to bring about positive change.
G.K12.5.1.3d:	**Conflict Resolution - Accomplish**: Reflect upon the effectiveness of conflict management and resolution techniques used to develop strategies for future group problem solving.
G.K12.5.2.1a:	**Problem Solving - Know**: Identify characteristics that empower an individual to be a proficient, creative problem solver.
G.K12.5.2.1b:	**Problem Solving - Understand**: Recognize and emulate effective

	implementation of creative problem solving skills.
G.K12.5.2.1c:	**Problem Solving - Perform**: Simulate a creative problem solving encounter with a diverse group of individuals.
G.K12.5.2.1d:	**Problem Solving - Accomplish**: Analyze the productivity of the group's response to the problem following the conclusion of a creative problem solving experience.
G.K12.5.2.2a:	**Diversity - Know**: Identify in individuals the qualities of empathy and sensitivity to the ideas of others.
G.K12.5.2.2b:	**Diversity - Understand**: Promote diversity in talents and intellectual abilities of each member of the group.
G.K12.5.2.2c:	**Diversity - Perform**: Display flexibility when incorporating individual beliefs and values toward goal attainment.
G.K12.5.2.2d:	**Diversity - Accomplish**: Analyze diverse leadership styles of outstanding leaders and evaluate the impact to one's own personal leadership skills.
G.K12.5.2.3a:	**Self-awareness - Know**: Identify personal attributes as areas of strength or weakness.
G.K12.5.2.3b:	**Self-awareness - Understand**: Differentiate between individual strengths and weaknesses as motivators and/or limiters.
G.K12.5.2.3c:	**Self-awareness - Perform**: Demonstrate an understanding of positive self-worth and recognize limits in the emotional capacity of individuals.
G.K12.5.2.3d:	**Self-awareness - Accomplish**: Celebrate self-advocacy as a personal strength; accept weaknesses as an opportunity for change.
G.K12.5.3.1a:	**Group Dynamics - Know**: Adhere to the established rules of interaction in accepting and respecting consensus.
G.K12.5.3.1b:	**Group Dynamics - Understand**: Demonstrate the ability to convey to group members good decision making skills.
G.K12.5.3.1c:	**Group Dynamics - Perform**: Stimulate group discussion and decision making by asking appropriate questions.
G.K12.5.3.1d:	**Group Dynamics - Accomplish**: Direct the group through an analysis and synthesis of the final solution to the achievement of a project goal.
G.K12.5.3.2a:	**Communication - Know**: Convey information, concepts, and ideas

	using appropriate and advanced techniques.
G.K12.5.3.2b:	**Communication - Understand**: Show an awareness of the experiences, needs, and concerns of others in the communication process.
G.K12.5.3.2c:	**Communication - Perform**: Solidify group cohesion toward an assigned task using both verbal and non-verbal skills.
G.K12.5.3.2d:	**Communication - Accomplish**: Analyze and synthesize the presentation skills necessary to communicate ideas, information, concerns, and solutions to a project goal.
G.K12.5.3.3a:	**Technology - Know**: Identify appropriate technology to achieve a project goal.
G.K12.5.3.3b:	**Technology - Understand**: Demonstrate the ability to propose new uses for current technology.
G.K12.5.3.3c:	**Technology - Perform**: Integrate information systems in the problem solving process.
G.K12.5.3.3d:	**Technology - Accomplish**: Use information systems to identify and analyze trends and events in order to forecast future implications.
G.K12.5.3.4a:	**Cooperative Learning - Know**: Recognize positive interdependence as a basic tenet.
G.K12.5.3.4b:	**Cooperative Learning - Understand**: Convey an understanding of the importance of group cohesiveness and pride.
G.K12.5.3.4c:	**Cooperative Learning - Perform**: Demonstrate the ability to work with peers from a variety of cultures and ability levels respecting individual strengths, talents, and learning styles.
G.K12.5.3.4d:	**Cooperative Learning - Accomplish**: Display flexibility in the incorporation of individual beliefs and values in the completion of a goal while recognizing the diversity of group members.
G.K12.6.1.1a:	**Metacognition - Know**: Identify and use numerous tools to recognize personal strengths/weaknesses, learning styles/preferences.
G.K12.6.1.1b:	**Metacognition - Understand**: Interpret assessments and identify skills/abilities necessary for professional performance in a field of study.
G.K12.6.1.1c:	**Metacognition - Perform**: Recognize challenges and create goals for developing expertise in a field of study.

G.K12.6.1.1d:	**Metacognition - Accomplish**: Evaluate and refocus goals and the path to accomplishment through self- reflection and evaluation.
G.K12.6.1.2a:	**Learning Profile - Know**: Recognize the components of personal learning preferences.
G.K12.6.1.2b:	**Learning Profile - Understand**: Reflect on learning/work preferences to identify themes and changes over time.
G.K12.6.1.2c:	**Learning Profile - Perform**: Compare how components of learning preferences align with professionals in a field of study.
G.K12.6.1.2d:	**Learning Profile - Accomplish**: Use learning/work preferences to develop products in one or more disciplines.
G.K12.6.1.3a:	**Acceptance of Challenge - Know**: Recognize the need to accomplish tasks in areas of both strength and weakness.
G.K12.6.1.3b:	**Acceptance of Challenge - Understand**: Identify strategies and resources to overcome obstacles.
G.K12.6.1.3c:	**Acceptance of Challenge - Perform**: Return to a task that was not successful; evaluate alternatives and seek support from outside resources.
G.K12.6.1.3d:	**Acceptance of Challenge - Accomplish**: Seek opportunities to try new experiences in areas of strengths and weaknesses.
G.K12.6.1.4a:	**Evaluation - Know**: Use evaluation of previous tasks to improve performance.
G.K12.6.1.4b:	**Evaluation - Understand**: Review progress toward accepting challenges in various areas.
G.K12.6.1.4c:	**Evaluation - Perform**: Reflect on failures and successes through self evaluation; acknowledge constructive criticism.
G.K12.6.1.4d:	**Evaluation - Accomplish**: Solicit feedback from professionals related to projects and synthesize critiques into personal growth.
G.K12.6.2.1a:	**Independence - Know**: Recognize the need to set goals for assigned tasks.
G.K12.6.2.1b:	**Independence - Understand**: Systematically approach setting and modifying goals with support from teachers and/or peers.
G.K12.6.2.1c:	**Independence - Perform**: Document failures as a learning tool and alter plans when appropriate.
G.K12.6.2.1d:	**Independence - Accomplish**: Incorporate a system of goal-setting as

	a lifelong learner.
G.K12.6.2.2a:	**Self-Motivation - Know**: Follow directions to complete a task.
G.K12.6.2.2b:	**Self-Motivation - Understand**: Take initiative to complete tasks.
G.K12.6.2.2c:	**Self-Motivation - Perform**: Demonstrate persistence in returning to tasks and overcoming obstacles; adhere to timelines and other benchmarks.
G.K12.6.2.2d:	**Self-Motivation - Accomplish**: Strive for professional quality in self-selected projects and performances.
G.K12.6.2.3a:	**Priority - Know**: Identify a number of long and short-term goals and distinguishes between them.
G.K12.6.2.3b:	**Priority - Understand**: Prioritize goals by importance, time, resources, and sustainability.
G.K12.6.2.3c:	**Priority - Perform**: Evaluate and anticipate how controllable and non-controllable events and behavior affect goal achievement.
G.K12.6.2.3d:	**Priority - Accomplish**: Exercise visionary thinking and focus on the future to adjust and readjust goals.
G.K12.6.2.4a:	**Critical Reflection - Know**: Identify assumptions, beliefs, values, cultural practices, and social structures to assess impact.
G.K12.6.2.4b:	**Critical Reflection - Understand**: Analyze assumptions in relation to specific historical and cultural context.
G.K12.6.2.4c:	**Critical Reflection - Perform**: Propose alternative ways of thinking to challenge prevailing ways of knowing and acting.
G.K12.6.2.4d:	**Critical Reflection - Accomplish**: Question patterns of action to establish truth or viability of a proposition or action.
G.K12.6.3.1a:	**Communication - Know**: Communicate recognition of personal growth in areas of weakness and areas of strength.
G.K12.6.3.1b:	**Communication - Understand**: Use appropriate and field- specific language to describe challenges in a variety of areas; goals are well-defined and specific.
G.K12.6.3.1c:	**Communication - Perform**: Design oral and written plans to set goals and identify steps toward goal achievement and use those plans in work.
G.K12.6.3.1d:	**Communication - Accomplish**: Reflect on appropriateness of designed goal-setting plans; alter plans when appropriate; make

	future plans for goal achievement based on successes/failures.
G.K12.6.3.2a:	**Talent Development - Know**: Identify stages of talent development within a body of content.
G.K12.6.3.2b:	**Talent Development - Understand**: Evaluate personal levels of achievement and align them with levels of talent development.
G.K12.6.3.2c:	**Talent Development - Perform**: Produce high-quality products and performances that advance through a field's level of talent development.
G.K12.6.3.2d:	**Talent Development - Accomplish**: Develop products and performances of professional quality through individual strengths in relationship to fields of study.
G.K12.6.3.3a:	**Action Plan Components - Know**: Demonstrate knowledge of steps toward goal achievement.
G.K12.6.3.3b:	**Action Plan Components - Understand**: Develop goals and objectives that are realistic and systematic.
G.K12.6.3.3c:	**Action Plan Components - Perform**: Action plans include appropriate allocation of time, money, materials, and other resources.
G.K12.6.3.3d:	**Action Plan Components - Accomplish**: Action plan include components of evaluation, multiplicity of solutions to overcome obstacles, and recruitment of supporters and resources.
G.K12.6.3.4a:	**Social Context - Know**: Recognize how goals of self and others interconnect.
G.K12.6.3.4b:	**Social Context - Understand**: Establish goals for self that acknowledge goals of peers and others.
G.K12.6.3.4c:	**Social Context - Perform**: Assume responsibility for developing and managing goals that contribute to personal and group attainment.
G.K12.6.3.4d:	**Social Context - Accomplish**: Incorporate multiple points of view to develop long-term personal and collective goals in various contexts (educational, social, political, career).
G.K12.7.1.1a:	**Audience Recognition - Know**: Identify an authentic audience based on set criteria related to a specific topic.
G.K12.7.1.1b:	**Audience Recognition - Understand**: Communicate recognition of audience members' strengths and needs.
G.K12.7.1.1c:	**Audience Recognition - Perform**: React and refine performance

	based on audiences' strengths and needs.
G.K12.7.1.1d:	**Audience Recognition - Accomplish**: Communicate intentional reaction to subtle and overt feedback from audience.
G.K12.7.1.2a:	**Communication - Know**: Prepare and execute practiced performance to communicate ideas.
G.K12.7.1.2b:	**Communication - Understand**: Integrate ideas with visual supports to emphasize key point(s) in a performance.
G.K12.7.1.2c:	**Communication - Perform**: Identify personal presentation style and adapt that style to different purposes, moods, tones.
G.K12.7.1.2d:	**Communication - Accomplish**: Demonstrate evidence of refining a performance to communicate personal style.
G.K12.7.1.3a:	**Advanced Presentation - Know**: Use advanced language and symbol systems to communicate ideas.
G.K12.7.1.3b:	**Advanced Presentation - Understand**: Evaluate the personal preferences of others related to language and symbol systems.
G.K12.7.1.3c:	**Advanced Presentation - Perform**: Evaluate self in the area of presentation, language, and symbol systems.
G.K12.7.1.3d:	**Advanced Presentation - Accomplish**: Based on evaluation, revise and adapt presentation, language, and symbol systems for specific and various audiences.
G.K12.7.1.4a:	**Problem Solving - Know**: Create product to solve a problem or communicate a perspective.
G.K12.7.1.4b:	**Problem Solving - Understand**: Use strategies or tools of persuasion to resolve an issue or communicate a perspective.
G.K12.7.1.4c:	**Problem Solving - Perform**: Create specific strategies targeted at opposing viewpoints/perspectives.
G.K12.7.1.4d:	**Problem Solving - Accomplish**: Address critics with prepared, defensible arguments that effectively defend solutions.
G.K12.7.2.1a:	**Inventive Thinking - Know**: Generate ways to improve an existing product using two related sources.
G.K12.7.2.1b:	**Inventive Thinking - Understand**: Create an original product for a specific audience using inductive and deductive reasoning.
G.K12.7.2.1c:	**Inventive Thinking - Perform**: Create a product with defined rationale using multiple sources from varied fields or disciplines.

G.K12.7.2.1d:	**Inventive Thinking - Accomplish**: Create and defend a product using multiple sources that can be used in and across fields/disciplines.
G.K12.7.2.2a:	**Metaphorical Promotion - Know**: Create a statement or product using two related ideas to strengthen the message.
G.K12.7.2.2b:	**Metaphorical Promotion - Understand**: Illustrate a new concept using two or more related ideas innovatively.
G.K12.7.2.2c:	**Metaphorical Promotion - Perform**: Create two seemingly unrelated or opposing ideas to reflect an in-depth understanding of an issue, concept, or principle.
G.K12.7.2.2d:	**Metaphorical Promotion - Accomplish**: Incorporate multiple sources from varied perspectives to create and test a novel theory.
G.K12.7.2.3a:	**Praxis - Know**: Generate multiple solutions to a given problem.
G.K12.7.2.3b:	**Praxis - Understand**: Generate a new, personal concept by synthesizing multiple solutions and multiple perspectives.
G.K12.7.2.3c:	**Praxis - Perform**: Create a new personal theory by synthesizing multiple solutions and perspectives that can be applied to a different field of study.
G.K12.7.2.3d:	**Praxis - Accomplish**: Critique or defend a personal theory based on evidence from multiple sources and multiple perspectives.
LACC.K12.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LACC.K12.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LACC.K12.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LACC.K12.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LACC.K12.L.3.5:	Demonstrate understanding of word relationships and nuances in word meanings.
LACC.K12.L.3.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate

	independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
LACC.K12.R.1.1:	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LACC.K12.R.1.2:	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LACC.K12.R.1.3:	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LACC.K12.R.2.4:	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LACC.K12.R.2.5:	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LACC.K12.R.2.6:	Assess how point of view or purpose shapes the content and style of a text.
LACC.K12.R.3.7:	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LACC.K12.R.3.8:	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
LACC.K12.R.3.9:	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
LACC.K12.R.4.10:	Read and comprehend complex literary and informational texts independently and proficiently.
LACC.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.
LACC.K12.SL.1.2:	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
LACC.K12.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

[LACC.K12.SL.2.4:](#)	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
[LACC.K12.SL.2.5:](#)	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
[LACC.K12.SL.2.6:](#)	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
[LACC.K12.W.1.1:](#)	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
[LACC.K12.W.1.2:](#)	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
[LACC.K12.W.1.3:](#)	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
[LACC.K12.W.2.4:](#)	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
[LACC.K12.W.2.5:](#)	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
[LACC.K12.W.2.6:](#)	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
[LACC.K12.W.3.7:](#)	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
[LACC.K12.W.3.8:](#)	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
[LACC.K12.W.3.9:](#)	Draw evidence from literary or informational texts to support analysis, reflection, and research.
[LACC.K12.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.

Course: Speech and Auditory Training: 9–12-7963180

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse5154.aspx

BASIC INFORMATION

Course Title:	Speech and Auditory Training: 9–12
Course Number:	7963180
Course Abbreviated Title:	SPEECH & AUDIT TRAIN
Course Path:	**Section:** Exceptional Student Education **Grade Group:** Senior High and Adult **Subject:** Special Skills Courses
Number of Credits:	Multiple Credit (more than 1 credit)
Course length:	Semester (S)
Status:	Draft - Board Approval Pending
General Notes:	The purpose of this course is to enable students who are deaf or hard-of-hearing to develop speech and auditory skills necessary to achieve annual goals based on assessed needs and the student's individual educational plan (IEP). This course is designed for students who are deaf or hard-of-hearing whose IEP indicates the need for speech and auditory training. The outcomes that the student should achieve must be specified on an individual basis and relate to achievement of annual goals on the student's IEP. Instructional activities should be age appropriate and include a variety of learning opportunities. Activities involving practical applications may occur in home, school, community, and employment settings for the purpose of acquisition, practice, generalization, and maintenance of skills.

Verion Requirements:	**Certification Requirement:** HEAR IMPRD 6 SPCH CORR @6 SP LG IMPR 6 LIC SP LG PATH SP LG ASSOC 6 SLPA Licensure through the Florida Department of Health or certification through the Florida Department of Education

STANDARDS (11)

SA.PK12.CM.1 Suprasegmental Level

SA.PK12.CM.1.1 :	Discriminate, identify, and produce suprasegmental elements of speech, including pitch, loudness, and duration. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Suprasegmental Level

SA.PK12.CM.2 Phonetic Level

SA.PK12.CM.2.1 :	Discriminate, identify, and produce vowel, diphthong, and consonant sounds by manner and place of articulation and voicing. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Phonetic Level

SA.PK12.CM.3 Phonologic Level

SA.PK12.CM.3.1 :	Discriminate, identify, and produce sounds correctly in words and connected speech in a meaningful way. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Phonologic Level

SA.PK12.MD.1 Use of Listening Devices

SA.PK12.MD.1.1 :	Demonstrate consistent and independent use of listening devices. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Use of Listening Devices

SA.PK12.MD.2 Self-Advocacy

SA.PK12.MD.2.1 :	Maintain (clean, care for, and troubleshoot) personal listening device. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Self-Advocacy
SA.PK12.MD.2.2 :	Advocate for appropriate accommodations to compensate for deafness or hearing loss. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Self-Advocacy

SA.PK12.MD.3 Detection Skills

SA.PK12.MD.3.1 :	Demonstrate awareness of speech and nonspeech sounds. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Detection Skills

SA.PK12.MD.4 Perception/Production Loop

SA.PK12.MD.4.1 :	Listen to, retrieve, and imitate speech and spoken language. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Perception/Production Loop

SA.PK12.MD.5 Auditory Discrimination Skills

SA.PK12.MD.5.1 :	Indicate similarities and differences between two or more sounds or spoken words. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Auditory Discrimination Skills

SA.PK12.MD.6 Auditory Identification Skills

SA.PK12.MD.6.1 :	When given a set of choices, identify words, phrases, and sentences that differ by manner, voicing, and place of articulation. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Auditory Identification Skills

SA.PK12.MD.7 Auditory Comprehension Skills

SA.PK12.MD.7.1 :	Demonstrate understanding of spoken language by responding in a meaningful way (listening to learn). Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Auditory Comprehension Skills

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Course: Unique Skills: Curriculum and Learning 9-12- 7963170

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse5147.aspx

BASIC INFORMATION

Course Title:	Unique Skills: Curriculum and Learning 9-12
Course Number:	7963170
Grade Levels:	9,10,11,12
Course Abbreviated Title:	Unique Skills: Curriculum and Learning 9-12
Course Path:	**Section:** Exceptional Student Education **Grade Group:** Senior High and Adult **Subject:** Special Skills Courses
Course length:	Semester (S)
Status:	Draft - Board Approval Pending
General Notes:	The purpose of this course is to enable students with disabilities to acquire and apply skills and strategies to access the general curriculum and achieve annual goals based on assessed needs and the student's individual educational plan (IEP). This course is designed for students with disabilities who need intensive individualized intervention in curriculum and learning skills and strategies. A student may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to achievement of annual goals on the student's IEP. Delivery of this course is setting neutral (resource room, self-contained, embedded instruction, elective course). Instructional activities involving practical applications of course requirements may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills.

	Course requirements may also require the student to acquire knowledge and skills involved with the use of related technology, tools, and equipment. This course is designed to address a range of disabilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.

STANDARDS (16)

US.PK12.CL.1 Learning Skills and Strategies

US.PK12.CL.1.1b :	Apply skills and strategies, such as decoding multisyllabic words; analyzing vocabulary, including roots and affixes; making associations; and using visual imagery and mnemonics, to recall and understand information from a variety of media sources. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Learning Skills and Strategies
US.PK12.CL.1.1c :	Apply fundamental skills and strategies (associating objects, pictures, and symbols with words and concepts, recognizing and decoding words, and paraphrasing and summarizing text) to recall and understand information from visual, print, and/or digital text or audio presentations for real-world application, such as completing assignments in school, recognizing signs and environmental print, reading schedules and maps, and using a menu. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Learning Skills and Strategies
US.PK12.CL.1.2b :	Use skills and strategies to link information with other cues, such as mnemonics, visual imagery, and links to prior knowledge, to increase recall and comprehension. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Learning Skills and Strategies
US.PK12.CL.1.2c :	Apply skills and strategies (scanning, predicting, paraphrasing/ summarizing, rereading, inferencing, retelling, self-questioning, note taking, outlining, and interpreting text structure) to gain

	information from a variety of media sources and instructional presentations. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: _Learning Skills and Strategies_
US.PK12.CL.1.3b :	Apply fundamental skills and strategies in written communication, such as using personal information, making lists and completing forms, forming sentences and organizing ideas into paragraphs, letters, or stories. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: _Learning Skills and Strategies_
US.PK12.CL.1.3c :	Apply skills and strategies in written communication, including setting a purpose for writing, creating complete simple and complex sentences, and organizing information into different types of paragraphs and essays. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: _Learning Skills and Strategies_
US.PK12.CL.1.4b :	Apply skills and strategies in mathematical concepts and processes and/or computational fluency, such as financial literacy skills, algebraic problem solving, estimation skills, measurement and geometry skills, and comprehension of graphs, tables, and charts. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: _Learning Skills and Strategies_
US.PK12.CL.1.5 :	Use effective test-taking skills and strategies, such as previewing, allocating time, outlining response to essays and short and extended responses, and reviewing answers. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: _Learning Skills and Strategies_

US.PK12.CL.2 Task Management

US.PK12.CL.2.1b :	Use effecting task-completion strategies, such as identifying needed resources, planning steps for completion, and self-monitoring. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: _Task Management_
US.PK12.CL.2.2b :	Use effective time-management, planning, and organization skills and strategies, including using a visual schedule or daily planner, setting goals and priorities, and locating, organizing, and sorting information. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: _Task Management_

US.PK12.CL.3 Self-Determination and Self-Management

US.PK12.CL.3.1b :	Apply skills and strategies to solve personal, school, community, and work problems. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Self-Determination and Self-Management
US.PK12.CL.3.2a :	Use appropriate social skills and strategies to interact with peers and adults across settings, such as cooperative learning, participating in small and large groups, accepting feedback, and resolving conflicts. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Self-Determination and Self-Management
US.PK12.CL.3.3b :	Participate effectively in academic and career planning, including, but not limited to, the IEP, course selection, course of study, post secondary goals, and the transition process. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Self-Determination and Self-Management
US.PK12.CL.3.4 :	Apply skills that promote self-awareness and goal setting to meet educational and personal needs to increase self-determination, including use of accommodations and assistive tools, as appropriate. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Self-Determination and Self-Management
US.PK12.CL.3.5 :	Use instructional and assistive technology to locate and access information, participate in computer-based instruction or testing, solve mathematical problems, create documents or images, and communicate with others. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Self-Determination and Self-Management
US.PK12.CL.3.6 :	Use effective time management and organization skills and strategies to complete class and work assignments. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Self-Determination and Self-Management

Course: Unique Skills Independent Functioning: 9–12- 7963160

Direct link to this page:

BASIC INFORMATION

Course Title:	Unique Skills Independent Functioning: 9–12
Course Number:	7963160
Grade Levels:	9,10,11,12
Course Abbreviated Title:	U SKLS IND FUNC
Course Path:	**Section:** Exceptional Student Education **Grade Group:** Senior High and Adult **Subject:** Special Skills Courses
Number of Credits:	Multiple Credit (more than 1 credit)
Course length:	Semester (S)
Status:	Draft - Board Approval Pending
General Notes:	The purpose of this course is to enable students with disabilities to achieve independence in daily living activities in educational, home, community, and employment settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP). This course is designed for students with disabilities whose IEP indicates the need for intensive individualized intervention in independent functioning. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis and relate to achievement of annual goals on the student's IEP. Delivery of this course is setting neutral (resource room, self-contained, embedded instruction, elective course). Instructional

	activities involving practical applications of course requirements may occur in home, school, community, and employment settings for the purpose of acquisition, practice, generalization, and maintenance of skills. These applications may require that the student use related technology, tools, and equipment. This course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.
Verion Requirements:	ANY EXCEPT ED FIELD

STANDARDS (24)

US.PK12.IF.1 Self-Care Skills

US.PK12.IF.1.1 :	Carry out personal care and hygiene routines, such as keeping clean, grooming and toileting. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Self-Care Skills
US.PK12.IF.1.10 :	Recognize and convey personal information, including determining when to keep such information confidential. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Self-Care Skills
US.PK12.IF.1.11b :	Apply skills of self-advocacy and self-determination in a variety of situations, such as communicating interests and preferences in planning for the future. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Self-Care Skills
US.PK12.IF.1.2 :	Manage own clothing, such as dressing and selecting clothing items. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Self-Care Skills
US.PK12.IF.1.3 :	Perform positive health practices, including preventative health care and fitness.

	Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: [Self-Care Skills](#)
[US.PK12.IF.1.4](#) :	Communicate need for medical assistance, such as indicating an illness or injury. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: [Self-Care Skills](#)
[US.PK12.IF.1.5](#) :	Identify and perform approved medical procedures, as appropriate, such as using an inhaler. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: [Self-Care Skills](#)
[US.PK12.IF.1.6](#) :	Demonstrate skills required for eating, such as using common utensils and opening packages. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: [Self-Care Skills](#)
[US.PK12.IF.1.7](#) :	Select food based on available options, preference, and nutritional value. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: [Self-Care Skills](#)
[US.PK12.IF.1.8](#) :	Follow safety procedures and routines for preparing food. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: [Self-Care Skills](#)
[US.PK12.IF.1.9](#) :	Use knowledge and skills to maintain and enhance personal safety, such as handling dangerous situations and emergencies, and preventing abuse. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: [Self-Care Skills](#)

[US.PK12.IF.2 Community Participation](#)

[US.PK12.IF.2.1](#) :	Participate in individual and group recreation/leisure activities. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: [Community Participation](#)
[US.PK12.IF.2.2b](#) :	Choose and engage in volunteer activities, such as coastal cleanup, visiting elderly persons, or sorting recyclable products. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: [Community Participation](#)
[US.PK12.IF.2.3b](#) :	Use specific knowledge and skills when completing activities involving managing money, such as budgeting, shopping, and purchasing. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: [Community Participation](#)

US.PK12.IF.2.4 :	Apply acceptable eating and social skills when dining in a variety of establishments or settings. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Community Participation
US.PK12.IF.2.5b :	Identify and follow rules when using various modes of transportation to access the community. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Community Participation
US.PK12.IF.2.6 :	Demonstrate how to use technological tools to access services and commodities in the community. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Community Participation

US.PK12.IF.3 Task Completion

US.PK12.IF.3.1b :	Complete routines and tasks according to expectations, including the speed and accuracy of performance. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Task Completion
US.PK12.IF.3.2b :	Sequence multiple tasks to complete activities by establishing routines, following a schedule, prioritizing tasks, and managing resources. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Task Completion
US.PK12.IF.3.3 :	Use organizational strategies related to planning, scheduling, time management, self-monitoring, and managing materials. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Task Completion

US.PK12.IF.4 Functioning within Settings

US.PK12.IF.4.1 :	Use tools and/or assistive technology to complete daily routines and tasks. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Functioning within Settings
US.PK12.IF.4.2 :	Follow rules and procedures across a variety of settings. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Functioning within Settings
US.PK12.IF.4.3 :	Use materials for their intended purposes. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Functioning within Settings

US.PK12.IF.4.4 :	Demonstrate the ability to adjust to new routines and changes in tasks, settings, and locations. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Functioning within Settings

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Course: Self-Determination- 7963140

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3383.aspx

BASIC INFORMATION

Course Title:	Self-Determination
Course Number:	7963140
Course Abbreviated Title:	SELF-DETERMINATION
Course Path:	**Section:** Exceptional Student Education **Grade Group:** Senior High and Adult **Subject:** Special Skills Courses
Number of Credits:	Multiple Credit (more than 1 credit)
Course length:	Year (Y)
Status:	State Board Approved
Version Description:	**Purpose** The purpose of this course is to enable students with disabilities to apply self-determination and self-advocacy skills in school, home, community, and employment settings. Students will increase self-awareness of personal abilities and develop an understanding of the impact of their own disability on learning and on other areas of life. **Course Requirements** *Self-Determination and Self-Advocacy* 1. Explain how personal abilities and disability impact learning and other areas of life. 2. Identify own interests, strengths, preferences, needs, and possible resources. 3. Describe factors that impact self-esteem and personal feelings of efficacy. 4. Apply strategies to support positive self-esteem and feelings of efficacy in a variety of situations and settings.

5. Apply skills of self-advocacy and self-determination as appropriate in a variety of situations, including accessing community resources, requesting accommodations, and self-disclosure.

Choice Making and Motivation
6. Make choices based on determination of strengths, interests, and needs; review of possible options; and consideration of consequences in a variety of situations.
7. Assess how internal and external motivation drives personal effort.
8. Employ self-motivation techniques, such as making a list, setting goals, and rewarding accomplishments.

Decision Making and Problem Solving
9. Use effective decision-making strategies and apply problem-solving skills when completing tasks in a variety of situations.
10. Identify problems, examine alternatives, implement solutions, and evaluate results in a variety of situations.

Personal and Social Relationships
11. Use communication skills that promote positive interpersonal relationships in a variety of situations.
12. Identify potential consequences of behavior or communication before interacting with others.

13. Model effective conflict resolution strategies and processes.

Personal and Career Planning
14. Use a systematic planning process to establish and revise short- and long-term goals.
15. Explain high school diploma options and requirements and their impact on postsecondary education/training and career options.
16. Participate effectively in own IEP meeting for transition planning.
17. Explain the components of own IEP.

Leadership
18. Exhibit leadership skills, including guiding or directing others on a positive course of action and appropriately influencing the opinion and behavior of others.
19. Assume leadership roles in various situations, including IEP team meetings.

General Notes: Students with disabilities may take this course to assist with their

own individual transition planning. At district discretion, students may take this course in middle school for high school credit.

Instructional activities involving practical applications of course requirements may occur in home, school, community, and employment settings for the purposes of training, practice, and validation of skills.

A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

This course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be modified based on individual needs.

Course: Unique Skills: 9 - 12- 7963130

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse5139.aspx

BASIC INFORMATION

Course Title:	Unique Skills: 9 - 12
Course Number:	7963130
Course Abbreviated Title:	U SKLS
Course Path:	**Section:** Exceptional Student Education **Grade Group:** Senior High and Adult **Subject:** Special Skills Courses
Number of Credits:	Multiple Credit (more than 1 credit)
Status:	Draft - Board Approval Pending
General Notes:	The purpose of this course is to enable students with disabilities to acquire and generalize skills they need to achieve annual goals based on assessed needs and the student's individual educational plan (IEP). It is structured around the domains addressed on the IEP: Social and Emotional, Independent Functioning, Curriculum and Learning, and Communication.

A student may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

Delivery of this course is setting neutral (resource room, self-contained class, embedded instruction, elective course). Instructional activities involving practical applications of course requirements may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills.

The course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be added or removed based on student needs. |

Verion Requirements:	ANY EXCEPT ED FIELD

STANDARDS (99)

US.PK12.CL.1 Learning Skills and Strategies

US.PK12.CL.1.1d :	Apply skills and strategies (associating icons and symbols with words and concepts, identifying sight words and decoding phonetically regular words, and paraphrasing and summarizing text) to recall and understand information from visual, print, and/or digital text or audio presentations for real-world application, such as completing work-related tasks, reading the newspaper, and locating information about possible careers. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Learning Skills and Strategies
US.PK12.CL.1.2b :	Use skills and strategies to link information with other cues, such as mnemonics, visual imagery, and links to prior knowledge, to increase recall and comprehension. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Learning Skills and Strategies
US.PK12.CL.1.2c :	Apply skills and strategies (scanning, predicting, paraphrasing/ summarizing, rereading, inferencing, retelling, self-questioning, note taking, outlining, and interpreting text structure) to gain information from a variety of media sources and instructional presentations. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Learning Skills and Strategies
US.PK12.CL.1.3b :	Apply fundamental skills and strategies in written communication, such as using personal information, making lists and completing forms, forming sentences and organizing ideas into paragraphs, letters, or stories. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Learning Skills and Strategies
US.PK12.CL.1.3c :	Apply skills and strategies in written communication, including setting a purpose for writing, creating complete simple and

	complex sentences, and organizing information into different types of paragraphs and essays. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: [Learning Skills and Strategies](#)
US.PK12.CL.1.3d :	Apply skills and strategies to produce clear and coherent oral and written communication, such as planning, creating drafts, editing and proofing, elaborating, rehearsing, revising, and publishing or presenting. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: [Learning Skills and Strategies](#)
US.PK12.CL.1.4b :	Apply skills and strategies in mathematical concepts and processes and/or computational fluency, such as financial literacy skills, algebraic problem solving, estimation skills, measurement and geometry skills, and comprehension of graphs, tables, and charts. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: [Learning Skills and Strategies](#)
US.PK12.CL.1.4c :	Develop mathematical skills and/or computational fluency for everyday living, such as accessing a bank account online, money-management skills, estimation skills, time and measurement skills, and interpretation of graphs, tables, schedules, and charts. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: [Learning Skills and Strategies](#)
US.PK12.CL.1.5 :	Use effective test-taking skills and strategies, such as previewing, allocating time, outlining response to essays and short and extended responses, and reviewing answers. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: [Learning Skills and Strategies](#)
US.PK12.CL.1.6 :	Select and apply effective problem-solving skills and strategies to solve personal, academic, and community-based problems. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: [Learning Skills and Strategies](#)

[US.PK12.CL.2 Task Management](#)

US.PK12.CL.2.1b :	Use effecting task-completion strategies, such as identifying needed resources, planning steps for completion, and self-monitoring. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: [Task Management](#)
US.PK12.CL.2.2b :	Use effective time-management, planning, and organization skills and strategies, including using a visual schedule or daily planner,

	setting goals and priorities, and locating, organizing, and sorting information. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Task Management

US.PK12.CL.3 Self-Determination and Self-Management

US.PK12.CL.3.1b :	Apply skills and strategies to solve personal, school, community, and work problems. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Self-Determination and Self-Management
US.PK12.CL.3.2b :	Use appropriate social skills and strategies to interact with peers and adults across settings, such as cooperative learning, participating in small and large groups, giving and accepting appropriate feedback, assuming a leadership role, and resolving conflicts. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Self-Determination and Self-Management
US.PK12.CL.3.3b :	Participate effectively in academic and career planning, including, but not limited to, the IEP, course selection, course of study, post secondary goals, and the transition process. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Self-Determination and Self-Management
US.PK12.CL.3.4 :	Apply skills that promote self-awareness and goal setting to meet educational and personal needs to increase self-determination, including use of accommodations and assistive tools, as appropriate. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Self-Determination and Self-Management
US.PK12.CL.3.5 :	Use instructional and assistive technology to locate and access information, participate in computer-based instruction or testing, solve mathematical problems, create documents or images, and communicate with others. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Self-Determination and Self-Management
US.PK12.CL.3.6 :	Use effective time management and organization skills and strategies to complete class and work assignments. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Self-Determination and Self-Management
US.PK12.CL.3.7 :	Apply skills and strategies to use technology effectively to locate reliable information and services, participate in instruction and

	testing programs, communicate with others, and protect confidential information. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Self-Determination and Self-Management

US.PK12.CM.1 Listening

US.PK12.CM.1.1 :	Follow multi-step directions in sequence. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Listening
US.PK12.CM.1.2 :	Demonstrate understanding and recall of stories and information presented orally. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Listening
US.PK12.CM.1.3 :	Demonstrate understanding and recall of information presented orally for specific purposes, such as identifying the main idea, drawing conclusions, and forming opinions. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Listening
US.PK12.CM.1.4 :	Demonstrate understanding of information presented orally by using listening skills, including paying attention to cues, linking to prior knowledge, and considering speaker's perspective and nonverbal messages. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Listening

US.PK12.CM.2 Speaking

US.PK12.CM.2.1 :	Use speech that can be understood by adults and peers. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Speaking
US.PK12.CM.2.10 :	Use appropriate verbal and nonverbal communication when giving an individual or group presentation. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Speaking
US.PK12.CM.2.2 :	Communicate messages and ideas clearly and effectively in a variety of situations. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Speaking
US.PK12.CM.2.3 :	Answer different types of questions, such as yes/no, open ended, and "wh" questions.

	Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Speaking
US.PK12.CM.2.4 :	Express ideas in complete sentences using correct parts of speech. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Speaking
US.PK12.CM.2.5 :	Retell and summarize a story or event. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Speaking
US.PK12.CM.2.6 :	Effectively use nonverbal language, such as proximity, eye contact, gestures, and posture. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Speaking
US.PK12.CM.2.7 :	Clarify and explain words and ideas. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Speaking
US.PK12.CM.2.8 :	Participate effectively in small and large group discussions. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Speaking
US.PK12.CM.2.9 :	Recognize and repair communication breakdowns. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Speaking

US.PK12.CM.3 Pragmatics

US.PK12.CM.3.1 :	Use language for a variety of purposes, including greeting, informing, demanding, promising, and requesting. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Pragmatics
US.PK12.CM.3.2 :	Use language based on the needs of the situation or listener, such as talking differently to peers and adults, providing background information, and adjusting voice and volume according to setting demands. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Pragmatics
US.PK12.CM.3.3b :	Follow rules for conversations, including staying on topic, taking turns, and initiating and ending conversations appropriately. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Pragmatics

US.PK12.CM.4 Communication Systems

US.PK12.CM.4.1 :	Use technology and assistive devices as needed to communicate or enhance messages in a meaningful and functional manner. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Communication Systems
US.PK12.CM.4.2 :	Use own communication system, such as alternative/augmentative communication, assistive device, or sign language, to communicate and acquire information. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Communication Systems
US.PK12.CM.4.3 :	Identify and use basic maintenance procedures needed by own communication system. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Communication Systems
US.PK12.CM.4.4 :	Identify needs and request assistance with own communication system. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Communication Systems

US.PK12.IF.1 Self-Care Skills

US.PK12.IF.1.1 :	Carry out personal care and hygiene routines, such as keeping clean, grooming and toileting. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Self-Care Skills
US.PK12.IF.1.10 :	Recognize and convey personal information, including determining when to keep such information confidential. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Self-Care Skills
US.PK12.IF.1.11b :	Apply skills of self-advocacy and self-determination in a variety of situations, such as communicating interests and preferences in planning for the future. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Self-Care Skills
US.PK12.IF.1.2 :	Manage own clothing, such as dressing and selecting clothing items. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Self-Care Skills
US.PK12.IF.1.3 :	Perform positive health practices, including preventative health care and fitness. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Self-Care Skills

US.PK12.IF.1.4 :	Communicate need for medical assistance, such as indicating an illness or injury. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Self-Care Skills
US.PK12.IF.1.5 :	Identify and perform approved medical procedures, as appropriate, such as using an inhaler. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Self-Care Skills
US.PK12.IF.1.6 :	Demonstrate skills required for eating, such as using common utensils and opening packages. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Self-Care Skills
US.PK12.IF.1.7 :	Select food based on available options, preference, and nutritional value. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Self-Care Skills
US.PK12.IF.1.8 :	Follow safety procedures and routines for preparing food. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Self-Care Skills
US.PK12.IF.1.9 :	Use knowledge and skills to maintain and enhance personal safety, such as handling dangerous situations and emergencies, and preventing abuse. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Self-Care Skills

US.PK12.IF.11 Soliciting and Declining Assistance

US.PK12.IF.11.1 :	Respond appropriately to offers of assistance when traveling. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Soliciting and Declining Assistance
US.PK12.IF.11.2 :	Solicit necessary assistance when traveling. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Soliciting and Declining Assistance
US.PK12.IF.11.3 :	Use nontraditional devices and adaptive mobility devices, such as wheelchair, walkers, or support canes, as required by the situation. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Soliciting and Declining Assistance
US.PK12.IF.11.4 :	Plan, use, and manage private, public, and para-transit transportation for safe and efficient travel. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Soliciting and Declining Assistance

US.PK12.IF.2 Community Participation

US.PK12.IF.2.1 :	Participate in individual and group recreation/leisure activities. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: [Community Participation](#)
US.PK12.IF.2.2b :	Choose and engage in volunteer activities, such as coastal cleanup, visiting elderly persons, or sorting recyclable products. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: [Community Participation](#)
US.PK12.IF.2.3a :	Use specific knowledge and skills when completing activities involving managing money, such as shopping and purchasing. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: [Community Participation](#)
US.PK12.IF.2.4 :	Apply acceptable eating and social skills when dining in a variety of establishments or settings. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: [Community Participation](#)
US.PK12.IF.2.5b :	Identify and follow rules when using various modes of transportation to access the community. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: [Community Participation](#)
US.PK12.IF.2.6 :	Demonstrate how to use technological tools to access services and commodities in the community. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: [Community Participation](#)

US.PK12.IF.3 Task Completion

US.PK12.IF.3.1b :	Complete routines and tasks according to expectations, including the speed and accuracy of performance. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: [Task Completion](#)
US.PK12.IF.3.2b :	Sequence multiple tasks to complete activities by establishing routines, following a schedule, prioritizing tasks, and managing resources. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: [Task Completion](#)
US.PK12.IF.3.3 :	Use organizational strategies related to planning, scheduling, time management, self-monitoring, and managing materials. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: [Task Completion](#)

US.PK12.IF.4 Functioning within Settings

US.PK12.IF.4.1 :	Use tools and/or assistive technology to complete daily routines and tasks. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Functioning within Settings
US.PK12.IF.4.2 :	Follow rules and procedures across a variety of settings. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Functioning within Settings
US.PK12.IF.4.3 :	Use materials for their intended purposes. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Functioning within Settings
US.PK12.IF.4.4 :	Demonstrate the ability to adjust to new routines and changes in tasks, settings, and locations. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Functioning within Settings

US.PK12.IF.5 Foundational Skills for Orientation and Mobility

US.PK12.IF.5.1 :	Identify personal body parts and analyze location relative to self and the environment. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Foundational Skills for Orientation and Mobility
US.PK12.IF.5.2 :	Perform basic locomotor and nonlocomotor movements, such as those needed to mobilize and/or hold and control mobility tools. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Foundational Skills for Orientation and Mobility
US.PK12.IF.5.3 :	Use sighted guide techniques, trailing, and protective techniques as appropriate for setting and student's developmental level. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Foundational Skills for Orientation and Mobility

US.PK12.IF.6 Environmental Orienting Techniques

US.PK12.IF.6.1 :	Recognize and locate geometric shapes in varying formats and settings, such as recognizing an octagon and placing it within the environment (stop sign). Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Environmental Orienting Techniques
US.PK12.IF.6.2 :	Distinguish between permanent and transitory items in the environment. Cognitive Complexity: N/A l Date Adopted or Revised: N/A

	Belongs to: [Environmental Orienting Techniques](#)
US.PK12.IF.6.3 :	Identify common auditory environmental stimuli and locations, such as the sound of a water fountain in the hallway and traffic sounds in the roads. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: [Environmental Orienting Techniques](#)
US.PK12.IF.6.4 :	Identify olfactory environmental information and cues, such as scents of food (restaurant), gasoline (gas station), and animals (pet store). Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: [Environmental Orienting Techniques](#)
US.PK12.IF.6.5 :	Use environmental orienting techniques, such as using landmarks and tactual markers, for familiarizing areas in urban and rural settings. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: [Environmental Orienting Techniques](#)

[US.PK12.IF.7 Personal Orienting Techniques](#)

US.PK12.IF.7.1 :	Use personal orienting techniques, such as squaring off, parallel alignment, and locating dropped objects. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: [Personal Orienting Techniques](#)

[US.PK12.IF.8 Independent Travel Skills](#)

US.PK12.IF.8.1 :	Perform independent travel skills using landmarks and cues. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: [Independent Travel Skills](#)
US.PK12.IF.8.2 :	Use mobility tools, such as a pre-cane, cane, low-vision device, or electronic device, to travel independently. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: [Independent Travel Skills](#)
US.PK12.IF.8.3 :	Use environment-specific skills, such as crossing streets, riding in escalators and elevators, and adapting to variations in lighting. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: [Independent Travel Skills](#)

[US.PK12.IF.9 Spatial Awareness and Directions](#)

US.PK12.IF.9.1 :	Use spatial awareness skills and cardinal directions to orient oneself in the environment.

	Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Spatial Awareness and Directions

US.PK12.SE.1 Self-Regulation

US.PK12.SE.1.1b :	Identify personal emotions and feelings and their impact on physical and mental well-being. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Self-Regulation
US.PK12.SE.1.2b :	Identify ways that personal strengths can compensate for areas of need. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Self-Regulation
US.PK12.SE.1.3 :	Express a range of personal emotions and feelings in a socially acceptable manner. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Self-Regulation
US.PK12.SE.1.5b :	Use a systematic approach for making decisions about personal needs, including identifying need or problem, determining possible solutions, selecting the best option, accepting consequences and responsibility, and evaluating the effectiveness of the decision. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Self-Regulation
US.PK12.SE.1.6 :	Self-advocate for personal needs in a socially appropriate manner. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Self-Regulation
US.PK12.SE.1.7b :	Demonstrate self-esteem, self-confidence, and pride, such as through self-affirmations, persistence, and self-monitoring. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Self-Regulation

US.PK12.SE.2 Interpersonal Relationships

US.PK12.SE.2.2 :	Respond in a socially appropriate manner to emotions and feelings of others. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Interpersonal Relationships

US.PK12.SE.2.3 :	Identify and maintain behaviors that build positive relationships with peers and adults, including friendships, family relations, and cooperating with peers.
	Cognitive Complexity: N/A l Date Adopted or Revised: N/A
	Belongs to: Interpersonal Relationships
US.PK12.SE.2.4 :	Use basic social communication skills to build positive relationships with peers and adults, such as eye contact, facial expressions, gestures, posture, proximity, touch, appearance, and listening.
	Cognitive Complexity: N/A l Date Adopted or Revised: N/A
	Belongs to: Interpersonal Relationships
US.PK12.SE.2.5 :	Maintain positive relationships with peers and adults using basic social skills, such as greetings, turn-taking, sharing materials, and giving and accepting assistance.
	Cognitive Complexity: N/A l Date Adopted or Revised: N/A
	Belongs to: Interpersonal Relationships
US.PK12.SE.2.6 :	Work cooperatively in small groups to achieve common outcomes.
	Cognitive Complexity: N/A l Date Adopted or Revised: N/A
	Belongs to: Interpersonal Relationships
US.PK12.SE.2.7b :	Use conflict resolution strategies to resolve differences, such as communicate, negotiate, or mediate.
	Cognitive Complexity: N/A l Date Adopted or Revised: N/A
	Belongs to: Interpersonal Relationships

US.PK12.SE.3 Relationships Across Settings

US.PK12.SE.3.1 :	Maintain appropriate behavior by following rules in classroom and school settings.
	Cognitive Complexity: N/A l Date Adopted or Revised: N/A
	Belongs to: Relationships Across Settings
US.PK12.SE.3.2b :	Identify explicit and implicit behaviors that are based on setting demands and social norms, such as acceptable tone of voice and volume, use of turn-taking behaviors, and movement.
	Cognitive Complexity: N/A l Date Adopted or Revised: N/A
	Belongs to: Relationships Across Settings
US.PK12.SE.3.3 :	Use behaviors and social skills based on setting demands and rules when accessing and using resources in the school and community.
	Cognitive Complexity: N/A l Date Adopted or Revised: N/A
	Belongs to: Relationships Across Settings
US.PK12.SE.3.4 :	Use a systematic approach for problem solving and decision making to resolve problems in school, community, and work settings.

	Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Relationships Across Settings
US.PK12.SE.3.5 :	Use behaviors and skills, such as self-monitoring, accepting feedback, adjusting own actions, and self-reflection to maintain appropriate conduct in school, community, and employment settings. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Relationships Across Settings

US.PK12.SE.4 Social Skills and Strategies

US.PK12.SE.4.1 :	Use appropriate social and interpersonal skills and strategies to interact with peers and adults for various purposes across settings. Cognitive Complexity: N/A l Date Adopted or Revised: N/A Belongs to: Social Skills and Strategies

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Course: Skills for Students who are Gifted-7963090

Direct link to this page:http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse4921.aspx

BASIC INFORMATION

Course Title:	Skills for Students who are Gifted
Course Number:	7963090
Course Abbreviated Title:	SKLS STUS GIFTED
Course Path:	**Section:** Exceptional Student Education **Grade Group:** Senior High and Adult **Subject:** Special Skills Courses
Number of Credits:	Multiple Credit (more than 1 credit)
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
General Notes:	This course is designed to enable exceptional students to acquire and apply the skills and abilities needed to enhance academic achievement through experiences which provide enrichment, in-depth learning, and /or accelerated study of academic curriculum requirements. Students who are gifted have learning needs that go beyond what is traditionally offered in the regular classroom. The nature of their abilities, demonstrated or latent, requires differentiated learning experiences and opportunities for them to maximize their potential. Teachers need to develop the depth and quality of their students' experiences while adjusting the pace to meet individual needs. This gifted course has been designed for the teacher to select and

	teach only the appropriate standards corresponding to a student's individual instructional needs.

Major Concepts/Content. The purpose of this course is to provide appropriately individualized curricula for students who are gifted.

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

- higher-order thinking skills
- independent learning
- application of acquired knowledge
- comprehension of complex issues
- high-level communication
- develop problem solving skills
- team work and team-based learning
- explore creative expression
- create/deliver quality products |
| **Verion Requirements:** | **Instructional Practices**

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is   extremely complex.

2. Making close reading and rereading of texts central to lessons. |

	3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.

4. Requiring students to support answers with evidence from the text.

5. Providing extensive text-based research and writing opportunities (claims and evidence).

Special Note:

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

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

It is necessary to implement a combination of research-based standards and strategies that have been proven successful in accelerating the development of research skills in gifted students. The instructional approaches should meet the needs of each student based on results of individual portfolios, assessments, and progress monitoring. |

STANDARDS (160)

Integrate Common Core Standards for Mathematical Practice (MP) as applicable.

- MACC.K12.MP.1.1 Make sense of problems and persevere in solving them.
- MACC.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MACC.K12.MP.5.1 Use appropriate tools strategically.
- MACC.K12.MP.6.1 Attend to precision.

G.K12.1.1.1a:	**Nature of Knowledge - Know:** Locate and list the general divisions of knowledge, i.e., art, science, humanities, etc., and recognize integrated fields and disciplines.
G.K12.1.1.1b:	**Nature of Knowledge - Understand:** Identify and define a field of interest and analyze how the field is organized by explaining what criteria define the discipline and how those criteria are organized and divided.
G.K12.1.1.1c:	**Nature of Knowledge - Perform:** Differentiate fact, concept, theory, and principle and employ each in developing meaning and knowledge.
G.K12.1.1.1d:	**Nature of Knowledge - Accomplish:** Construct own meaning within a chosen field and offer new contributions to this respective field of study.
G.K12.1.1.2a:	**Basic Research - Know:** Identify and locate basic reference sources that support general research in several disciplines.
G.K12.1.1.2b:	**Basic Research - Understand:** Analyze the relevance and usefulness of primary and secondary references while identifying how fields are organized and subdivided.
G.K12.1.1.2c:	**Basic Research - Perform:** Use multiple primary and secondary sources to analyze, synthesize, and evaluate relevant persons, places, events, or beliefs that are dominant in a field.
G.K12.1.1.2d:	**Basic Research - Accomplish:** Use a variety of professional journals, professional databases, and college textbooks to make connections between and/or among fields of discipline.
G.K12.1.1.3a:	**Manipulation of Data - Know:** Manipulate data in order to determine

	contributions of the discipline to the community and world.
G.K12.1.1.3b:	**Manipulation of Data - Understand:** Seek and identify connections between fields to make sense of patterns and trends.
G.K12.1.1.3c:	**Manipulation of Data - Perform:** Construct research questions that help interpret the effects of major trends and issues over time.
G.K12.1.1.3d:	**Manipulation of Data - Accomplish:** Develop themes and connections across historical events, periods, and fields.
G.K12.1.1.4a:	**Organization of Data - Know:** Create or select an existing system for organizing data in a sequence.
G.K12.1.1.4b:	**Organization of Data - Understand:** Construct an organizational system (i.e., knowledge tree, graphic organizer, or diagram) that represents and illustrates the organization in a field of study and the subdivisions within that field.
G.K12.1.1.4c:	**Organization of Data - Perform:** Identify and illustrate themes, patterns, and structures that define an area of study.
G.K12.1.1.4d:	**Organization of Data - Accomplish:** Challenge (and defend or justify the challenge) accepted bodies of knowledge and organizational methodologies.
G.K12.1.2.1a:	**Conceptual Frameworks - Know:** Formulate questions to determine the relevance of the skills and knowledge required of a discipline.
G.K12.1.2.1b:	**Conceptual Frameworks - Understand:** Demonstrate understanding of conceptual themes and their organizational opportunities within a body of knowledge.
G.K12.1.2.1c:	**Conceptual Frameworks - Perform:** Create graphic organizers that organize the logical sequences of key conceptual themes in a field of study.
G.K12.1.2.1d:	**Conceptual Frameworks - Accomplish:** Analyze data and research methods used and developed by scholars within a field; internalize conceptual themes of that (those) discipline(s).
G.K12.1.2.1e:	**Conceptual Frameworks - Know:** Identify established rules or laws (principles) of nature which impact daily life and draw conclusions regarding their role in the world of work.
G.K12.1.2.1f:	**Conceptual Frameworks - Understand:** Differentiate similarities and differences between functional concepts and principles within a field.
G.K12.1.2.1g:	**Conceptual Frameworks - Perform:** Assimilate the often conflicting

	nature of knowledge generated within integrated disciplines.
G.K12.1.2.1h:	**Conceptual Frameworks - Accomplish:** Critique accepted conventions and rules and identify ambiguity.
G.K12.1.2.2a:	**Components and Methodologies - Know:** Identify and use terminology authentic to a chosen discipline of knowledge.
G.K12.1.2.2b:	**Components and Methodologies - Understand:** Create a list of the methodological skills and processes (general and specific) used by practicing professionals in a field.
G.K12.1.2.2c:	**Components and Methodologies - Perform:** Demonstrate an understanding of and delineate the diversity of language, tools, and methodologies between and among disciplines.
G.K12.1.2.2d:	**Components and Methodologies - Accomplish:** Experiment with a variety of methods to analyze data to develop greater understanding.
G.K12.1.2.3a:	**Conceptual Connections - Know:** Identify essential principles that govern and drive a series of key concepts in a chosen field.
G.K12.1.2.3b:	**Conceptual Connections - Understand:** Demonstrate foundational knowledge of various fields and disciplines.
G.K12.1.2.3c:	**Conceptual Connections - Perform:** Analyze and synthesize concepts and principles within a discipline in order to isolate essential concepts and identify macroconcepts.
G.K12.1.2.3d:	**Conceptual Connections - Accomplish:** Apply and transfer understanding to other disciplines.
G.K12.1.3.1a:	**Skill Development - Know:** Locate relevant information about varied professionals and identify personal strengths that may contribute to the field.
G.K12.1.3.1b:	**Skill Development - Understand:** Compare and contrast job descriptions, methods of working, and challenges faced by various practicing professionals to determine relevance to personal needs and goals.
G.K12.1.3.1c:	**Skill Development - Perform:** Use and refine the skills and methods of a professional in a discipline.
G.K12.1.3.1d:	**Skill Development - Accomplish:** Seek an understanding of the ethical issues and standards that frame a discipline.
G.K12.1.3.2a:	**Management of Data for Research - Know:** Identify a list of methods manuals, "How To" books, and other resources to research

	methodologies used by practitioners.
G.K12.1.3.2b:	**Management of Data for Research - Understand:** Compare and contrast general and specific methods of research used by practitioners to seek answers to viable professional questions.
G.K12.1.3.2c:	**Management of Data for Research - Perform:** Use appropriate data gathering instruments needed for a research study.
G.K12.1.3.2d:	**Management of Data for Research - Accomplish:** Apply the scientific method naturally, i.e., identify routine problem areas, focus the problem, state hypotheses, locate resources, classify and organize data, draw conclusions, and report findings.
G.K12.1.3.3a:	**Investigative Methodologies - Know:** Identify content area specialists to establish a sense of cause and effect within a field.
G.K12.1.3.3b:	**Investigative Methodologies - Understand:** Understand, identify, and analyze relationships among variables, constants, and controls in research.
G.K12.1.3.3c:	**Investigative Methodologies - Perform:** Apply the indicators that reflect quality in a field and understand how the field measures success.
G.K12.1.3.3d:	**Investigative Methodologies - Accomplish:** Challenge existing theories, principles, and rules through research and experimentation.
G.K12.1.3.4a:	**Support Structures - Know:** Recognize and identify the need for support structures found within a designated field of study and establish the nature of specific supports.
G.K12.1.3.4b:	**Support Structures - Understand:** Recognize the values and perspectives of those who hold opposing views within the discipline.
G.K12.1.3.4c:	**Support Structures - Perform:** Interview content area specialists to verify the application of methodologies incorporated in a study.
G.K12.1.3.4d:	**Support Structures - Accomplish:** Collaborate with professionals, experts, and others in the field to advance research, development, and understanding in the field.
G.K12.4.1.1a:	**Problem Investigation - Know:** Recognize multiple problems within a complex issue; poses research questions.
G.K12.4.1.1b:	**Problem Investigation - Understand:** Categorize and prioritize identified problems within a complex issue; generate hypotheses.
G.K12.4.1.1c:	**Problem Investigation - Perform:** Use established criteria to focus

	the problem statement and generate solutions.
G.K12.4.1.1d:	**Problem Investigation - Accomplish:** Propose new avenues for research of existing and future related problems.
G.K12.4.1.2a:	**Multiple Perspectives - Know:** Acknowledge diverse viewpoints of a problem.
G.K12.4.1.2b:	**Multiple Perspectives - Understand:** Compare and contrast multiple perspectives of a problem.
G.K12.4.1.2c:	**Multiple Perspectives - Perform:** Integrate multiple points of view into a problem statement.
G.K12.4.1.2d:	**Multiple Perspectives - Accomplish:** Restructure the problem statement to reflect new perspectives.
G.K12.4.1.3a:	**Supportive Constructs - Know:** Generate an effective argument on each side of a problem.
G.K12.4.1.3b:	**Supportive Constructs - Understand:** Develop multiple supporting statements from different perspectives.
G.K12.4.1.3c:	**Supportive Constructs - Perform:** Communicate supportive evidence convincingly in multiple formats.
G.K12.4.1.3d:	**Supportive Constructs - Accomplish:** Defend, challenge, and articulate points of view using available resources; develop effective rebuttals.
G.K12.4.1.4a:	**Solution Finding - Know:** Propose multiple solutions to a problem within varied categories (i.e., social, technological, educational, environmental, political).
G.K12.4.1.4b:	**Solution Finding - Understand:** Establish and apply criteria for evaluation of solutions.
G.K12.4.1.4c:	**Solution Finding - Perform:** Create original solutions and products based on evaluated criteria; analyze possible consequences and impacts; test conclusions to improve ideas.
G.K12.4.1.4d:	**Solution Finding - Accomplish:** Extend solutions to aid in solving future problems; seek alternative innovative outcomes or solutions.
G.K12.4.1.5a:	**Creative Thinking - Know:** Generate numerous and varied ideas to solve a real- world problem (fluency and flexibility).
G.K12.4.1.5b:	**Creative Thinking - Understand:** Synthesize unique alternatives to solve a problem (originality).

G.K12.4.1.5c:	**Creative Thinking - Perform:** Elaborate ideas through collaborative processes with colleagues.
G.K12.4.1.5d:	**Creative Thinking - Accomplish:** Evaluate and modify ideas and products to improve usefulness.
G.K12.4.2.1a:	**Data Analysis - Know:** Locate information and data sources relative to a complex, real-world problem.
G.K12.4.2.1b:	**Data Analysis - Understand:** Make decisions about the usefulness of data to filter out extraneous information.
G.K12.4.2.1c:	**Data Analysis - Perform:** Use a variety of tools and techniques to organize data to draw conclusive statements.
G.K12.4.2.1d:	**Data Analysis - Accomplish:** Perform data analysis using tools of practicing professionals for a specific intent.
G.K12.4.2.2a:	**Forecasting Solutions - Know:** Identify patterns within related facts and information.
G.K12.4.2.2b:	**Forecasting Solutions - Understand:** Organize facts and information using various methods to predict potential outcomes.
G.K12.4.2.2c:	**Forecasting Solutions - Perform:** Use forecasting tools to evaluate possible solutions.
G.K12.4.2.2d:	**Forecasting Solutions - Accomplish:** Anticipate and plan for possible, probable, and preferable future outcomes.
G.K12.4.2.3a:	**Critical Thinking - Know:** Distinguish between fact and opinion in a variety of sources.
G.K12.4.2.3b:	**Critical Thinking - Understand:** Recognize bias and value statements in a variety of media.
G.K12.4.2.3c:	**Critical Thinking - Perform:** Use inductive and deductive thinking processes to draw conclusions.
G.K12.4.2.3d:	**Critical Thinking - Accomplish:** Analyze, interpret, and synthesize details and facts to examine relationships, infer meanings, and predict outcomes.
G.K12.4.2.4a:	**Ethics - Know:** Recognize the role of values in the development of attitudes about a complex problem.
G.K12.4.2.4b:	**Ethics - Understand:** Use knowledge of recognized ethical standards of various stakeholders to formulate problem statements and solutions.

G.K12.4.2.4c:	**Ethics - Perfom:** Use the value system most common to a field of study to evaluate solutions and products.
G.K12.4.2.4d:	**Ethics - Accomplish:** Promote humane and respectful solutions to complex problems.
G.K12.4.3.1a:	**Evaluation - Know:** Recognize existing knowledge and attitudes about a complex problem.
G.K12.4.3.1b:	**Evaluation - Understand:** Analyze the impacts of existing knowledge and attitudes; identify personal assumptions and blind spots in approaching the problem.
G.K12.4.3.1c:	**Evaluation - Perform:** Identify knowledge gaps and inconsistencies to challenge existing attitudes and beliefs.
G.K12.4.3.1d:	**Evaluation - Accomplish:** Use multiple sources to affect change in generally accepted knowledge and attitudes.
G.K12.4.3.2a:	**Creative Methodology - Know:** Recognize contributions of inventors and innovators in multiple fields of accomplishment.
G.K12.4.3.2b:	**Creative Methodology - Understand:** Analyze and/or replicate methods used by creators and problem solvers in multiple fields.
G.K12.4.3.2c:	**Creative Methodology - Perform:** Create original products using various inventive strategies.
G.K12.4.3.2d:	**Creative Methodology - Accomplish:** Design original problem solving models for use in specific situations.
G.K12.4.3.2e:	**Creative Methodology - Know:** Identify a variety of problem solving methods.
G.K12.4.3.2f:	**Creative Methodology - Understand:** Differentiate the effectiveness of problem solving methods in a variety of settings.
G.K12.4.3.2g:	**Creative Methodology - Perform:** Apply appropriate methodologies for problem solving based on their usefulness.
G.K12.4.3.2h:	**Creative Methodology - Accomplish:** Reflect on adequacy of inventive processes and problem solving in various disciplines.
G.K12.4.3.3a:	**Communication - Know:** Identify stakeholders within a complex problem.
G.K12.4.3.3b:	**Communication - Understand:** Use multiple tools and techniques to target identified audiences; use precise language to explain positions.
G.K12.4.3.3c:	**Communication - Perform:** Use information about the stakeholders

	to develop convincing arguments to support solutions.
G.K12.4.3.3d:	**Communication - Accomplish:** Advocate convincingly to diverse audiences using sophisticated techniques (oral, written, technological) appropriate to the field and audience.
G.K12.7.1.1a:	**Audience Recognition - Know**: Identify an authentic audience based on set criteria related to a specific topic.
G.K12.7.1.1b:	**Audience Recognition - Understand**: Communicate recognition of audience members' strengths and needs.
G.K12.7.1.1c:	**Audience Recognition - Perform**: React and refine performance based on audiences' strengths and needs.
G.K12.7.1.1d:	**Audience Recognition - Accomplish**: Communicate intentional reaction to subtle and overt feedback from audience.
G.K12.7.1.2a:	**Communication - Know**: Prepare and execute practiced performance to communicate ideas.
G.K12.7.1.2b:	**Communication - Understand**: Integrate ideas with visual supports to emphasize key point(s) in a performance.
G.K12.7.1.2c:	**Communication - Perform**: Identify personal presentation style and adapt that style to different purposes, moods, tones.
G.K12.7.1.2d:	**Communication - Accomplish**: Demonstrate evidence of refining a performance to communicate personal style.
G.K12.7.1.3a:	**Advanced Presentation - Know**: Use advanced language and symbol systems to communicate ideas.
G.K12.7.1.3b:	**Advanced Presentation - Understand**: Evaluate the personal preferences of others related to language and symbol systems.
G.K12.7.1.3c:	**Advanced Presentation - Perform**: Evaluate self in the area of presentation, language, and symbol systems.
G.K12.7.1.3d:	**Advanced Presentation - Accomplish**: Based on evaluation, revise and adapt presentation, language, and symbol systems for specific and various audiences.
G.K12.7.1.4a:	**Problem Solving - Know**: Create product to solve a problem or communicate a perspective.
G.K12.7.1.4b:	**Problem Solving - Understand**: Use strategies or tools of persuasion to resolve an issue or communicate a perspective.
G.K12.7.1.4c:	**Problem Solving - Perform**: Create specific strategies targeted at

	opposing viewpoints/perspectives.
G.K12.7.1.4d:	**Problem Solving - Accomplish**: Address critics with prepared, defensible arguments that effectively defend solutions.
G.K12.7.2.1a:	**Inventive Thinking - Know**: Generate ways to improve an existing product using two related sources.
G.K12.7.2.1b:	**Inventive Thinking - Understand**: Create an original product for a specific audience using inductive and deductive reasoning.
G.K12.7.2.1c:	**Inventive Thinking - Perform**: Create a product with defined rationale using multiple sources from varied fields or disciplines.
G.K12.7.2.1d:	**Inventive Thinking - Accomplish**: Create and defend a product using multiple sources that can be used in and across fields/disciplines.
G.K12.7.2.2a:	**Metaphorical Promotion - Know**: Create a statement or product using two related ideas to strengthen the message.
G.K12.7.2.2b:	**Metaphorical Promotion - Understand**: Illustrate a new concept using two or more related ideas innovatively.
G.K12.7.2.2c:	**Metaphorical Promotion - Perform**: Create two seemingly unrelated or opposing ideas to reflect an in-depth understanding of an issue, concept, or principle.
G.K12.7.2.2d:	**Metaphorical Promotion - Accomplish**: Incorporate multiple sources from varied perspectives to create and test a novel theory.
G.K12.7.2.3a:	**Praxis - Know**: Generate multiple solutions to a given problem.
G.K12.7.2.3b:	**Praxis - Understand**: Generate a new, personal concept by synthesizing multiple solutions and multiple perspectives.
G.K12.7.2.3c:	**Praxis - Perform**: Create a new personal theory by synthesizing multiple solutions and perspectives that can be applied to a different field of study.
G.K12.7.2.3d:	**Praxis - Accomplish**: Critique or defend a personal theory based on evidence from multiple sources and multiple perspectives.
LACC.K12.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LACC.K12.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LACC.K12.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style,

	and to comprehend more fully when reading or listening.
LACC.K12.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LACC.K12.L.3.5:	Demonstrate understanding of word relationships and nuances in word meanings.
LACC.K12.L.3.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
LACC.K12.R.1.1:	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LACC.K12.R.1.2:	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LACC.K12.R.1.3:	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LACC.K12.R.2.4:	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LACC.K12.R.2.5:	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LACC.K12.R.2.6:	Assess how point of view or purpose shapes the content and style of a text.
LACC.K12.R.3.7:	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LACC.K12.R.3.8:	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
LACC.K12.R.3.9:	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

LACC.K12.R.4.10:	Read and comprehend complex literary and informational texts independently and proficiently.
LACC.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.
LACC.K12.SL.1.2:	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
LACC.K12.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
LACC.K12.SL.2.4:	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
LACC.K12.SL.2.5:	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
LACC.K12.SL.2.6:	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
LACC.K12.W.1.1:	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LACC.K12.W.1.2:	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LACC.K12.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LACC.K12.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.K12.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LACC.K12.W.2.6:	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LACC.K12.W.3.7:	Conduct short as well as more sustained research projects based on

	focused questions, demonstrating understanding of the subject under investigation.
LACC.K12.W.3.8:	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
LACC.K12.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LACC.K12.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.