

Course: Visual and Performing Arts: 6-8-7801010

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BASIC INFORMATION

Course Title:	Visual and Performing Arts: 6-8
Course Number:	7801010
Course Abbreviated Title:	V/P ARTS: 6-8
Course Path:	Section: Exceptional Student Education Grade Group: Middle/Junior High Subject: Miscellaneous
Status:	Draft - Board Approval Pending
General Notes:	<p>A. Major Concepts/Content. The purpose of this course is to enable students with disabilities to develop awareness and appreciation of the visual and performing arts.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none">• music• dance• visual arts• theatre• exploration of careers in the arts <p>This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:</p> <p>CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.</p>

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

addressed in the State Standards for Special Diploma.

After successfully completing this course, the student will:

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

Course: 7810011 Access M/J Language Arts 1 -

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse1791.aspx>

BASIC INFORMATION

Course Title:	Access M/J Language Arts 1
Course Number:	7810011
Course Abbreviated Title:	ACCESS M/J LA 1
Course Path:	Section: Exceptional Student Education Grade Group: Middle/Junior High Subject: Academics - Subject Areas
Course length:	Year (Y)
Status:	State Board Approved
General Notes:	<p>Access Courses: Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent), which reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.</p> <p>Subject Relevance: The ultimate goal for all students is to interact productively and effectively with the world around them. This goal is no less important for students with significant cognitive disabilities.</p> <p>The ability to communicate effectively is the cornerstone of interacting in life's activities. Language Arts is the general academic subject area dealing with communication by developing comprehension and use of written and oral language.</p> <p>Reading is the ability to comprehend language by grasping the</p>

meaning of written or printed characters, words, or sentences. Reading involves a wide variety of print and non-print texts that help a reader gain an understanding of what is being read. All students should have the opportunity to access text for the purpose of gaining knowledge, acquiring information, sharing experiences, and personal fulfillment. While some students will learn to access literature through traditional reading (comprehending written text), others will gain access through shared or recorded literature, specially designed text, or the use of technology.

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

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

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

Access Language Arts - Grade Six

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

- The reading process
- Literary analysis
- The writing process
- Writing applications

- Communication
- Information and media literacy

RELATED ACCESS POINTS: Independent(72) Supported(68) Participatory(43) Core Content Connector(0)

<p><u>LA.6.1.5.1</u> :</p>	<p>The student will adjust reading rate based on purpose, text difficulty, form, and style. Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Fluency</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.6.1.5.In.a: Read text with accuracy. • LA.6.1.5.Su.a: Read text with high frequency sight words and phonetically regular words with accuracy. • LA.6.1.5.Pa.a: Accurately and consistently identify pictures or symbols paired with words in stories and daily activities. • LA.6.1.5.Pa.b: Identify pictures or symbols paired with words to indicate the next step in familiar daily activities.
<p><u>LA.6.1.6.1</u> :</p>	<p>The student will use new vocabulary that is introduced and taught directly; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.6.1.6.In.a: Use new vocabulary that is introduced and taught directly. • LA.6.1.6.Su.a: Use new vocabulary that is introduced and taught directly. • LA.6.1.6.Pa.a: Respond to new vocabulary that is introduced and taught directly.
<p><u>LA.6.1.6.10</u> :</p>	<p>The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and Cognitive Complexity: N/A Date Adopted or Revised: 01/07</p>

	<p>Belongs to: Vocabulary Development</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.6.1.6.In.i: Determine the meaning of unknown words using a dictionary and digital tools. • LA.6.1.6.Su.i: Determine the meaning of unknown words using a picture dictionary and digital tools. • LA.6.1.6.Pa.d: Select and respond to objects, pictures, or symbols paired with words in familiar classroom activities.
<p>LA.6.1.6.11 :</p>	<p>The student will identify the meaning of words and phrases derived from Greek and Latin mythology (e.g., mercurial, Achilles' heel) and identify frequently used words from other languages (e.g., laissez faire, croissant). Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.6.1.6.In.a: Use new vocabulary that is introduced and taught directly. • LA.6.1.6.Su.a: Use new vocabulary that is introduced and taught directly. • LA.6.1.6.Pa.a: Respond to new vocabulary that is introduced and taught directly.
<p>LA.6.1.6.2 :</p>	<p>The student will listen to, read, and discuss familiar and conceptually challenging text; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.6.1.6.In.b: Listen to, read, and discuss a variety of text. • LA.6.1.6.Su.b: Listen to, read, and discuss a variety of text. • LA.6.1.6.Pa.b: Listen and respond to stories and informational text.
<p>LA.6.1.6.3 :</p>	<p>The student will use context clues to determine meanings of unfamiliar words; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development</p> <p>Access Points:</p>

	<ul style="list-style-type: none"> • LA.6.1.6.In.c: Use context clues and graphics to determine meaning of unknown words. • LA.6.1.6.Su.c: Use context clues and illustrations to determine meaning of unknown words. • LA.6.1.6.Pa.d: Select and respond to objects, pictures, or symbols paired with words in familiar classroom activities.
<p>LA.6.1.6.4 :</p>	<p>The student will categorize key vocabulary and identify salient features; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.6.1.6.In.d: Categorize key vocabulary. • LA.6.1.6.Su.d: Categorize key vocabulary. • LA.6.1.6.Pa.c: Identify familiar persons, objects and actions by name.
<p>LA.6.1.6.5 :</p>	<p>The student will relate new vocabulary to familiar words; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.6.1.6.In.e: Relate new vocabulary to familiar words. • LA.6.1.6.Su.e: Relate new vocabulary to familiar words. • LA.6.1.6.Pa.a: Respond to new vocabulary that is introduced and taught directly.
<p>LA.6.1.6.6 :</p>	<p>The student will distinguish denotative and connotative meanings of words; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.6.1.6.In.f: Use phonics skills to decode complex word families (e.g. -ieve). • LA.6.1.6.Su.f: Use phonics skills to decode words with common consonant blends, consonant and vowel digraphs, and r-controlled vowels. • LA.6.1.6.Pa.d: Select and respond to objects, pictures, or symbols paired with words in familiar classroom activities.

<p><u>LA.6.1.6.7</u> :</p>	<p>The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: <u>Vocabulary Development</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>LA.6.1.6.In.g</u>: Recognize and use prefixes (re-, un-), suffixes (-s, -es), and irregular plurals. • <u>LA.6.1.6.Su.a</u>: Use new vocabulary that is introduced and taught directly. • <u>LA.6.1.6.Pa.a</u>: Respond to new vocabulary that is introduced and taught directly.
<p><u>LA.6.1.6.8</u> :</p>	<p>The student will identify advanced word/phrase relationships and their meanings; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: <u>Vocabulary Development</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>LA.6.1.6.In.e</u>: Relate new vocabulary to familiar words. • <u>LA.6.1.6.Su.e</u>: Relate new vocabulary to familiar words. • <u>LA.6.1.6.Pa.d</u>: Select and respond to objects, pictures, or symbols paired with words in familiar classroom activities.
<p><u>LA.6.1.6.9</u> :</p>	<p>The student will determine the correct meaning of words with multiple meanings in context; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: <u>Vocabulary Development</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>LA.6.1.6.In.h</u>: Determine the correct meaning of a word with multiple meanings (e.g. homographs) in context. • <u>LA.6.1.6.Su.h</u>: Recognize common synonyms and antonyms • <u>LA.6.1.6.Pa.d</u>: Select and respond to objects, pictures, or symbols paired with words in familiar classroom activities.
<p><u>LA.6.1.7.1</u> :</p>	<p>The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and</p>

organization of a reading selection;
Cognitive Complexity: N/A | Date Adopted or Revised: 01/07
Belongs to: [Reading Comprehension](#)

Access Points:

- [LA.6.1.7.In.a](#): Use background knowledge of the subject, guided previewing strategies, graphic representations, and text features (e.g. Table of contents, headings, simple charts, maps) to make and confirm predictions of content and purpose of reading selections.
- [LA.6.1.7.In.h](#): Use strategies to repair comprehension, including but not limited to rereading, checking context clues, predicting, using graphic organizers, and requesting assistance for clarification.
- [LA.6.1.7.Su.a](#): Use background knowledge of the subject and text features (e.g. illustrations, title) to make predictions of content of reading selections.
- [LA.6.1.7.Pa.a](#): Identify persons, objects, actions, or events in read-aloud narrative and informational text used in daily activities.

[LA.6.1.7.2](#) :

The student will analyze the authors purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning;

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

Access Points:

- [LA.6.1.7.In.b](#): Identify the author’s purpose (e.g. to inform, entertain, persuade) using key words, phrases and graphics in text.
- [LA.6.1.7.Su.b](#): Identify the author’s purpose (e.g. tell a story, give information, elicit feelings) in a variety of texts with graphics.
- [LA.6.1.7.Pa.b](#): Respond to pictures or symbols paired with words used to guide classroom activities.

[LA.6.1.7.3](#) :

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

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

Access Points:

- [LA.6.1.7.In.c](#): Determine the main idea or essential message in text

	<p>through identifying relevant details and facts</p> <ul style="list-style-type: none"> • LA.6.1.7.Su.c: Determine the main idea or essential message in text through identifying relevant details, including who, what, where, and when. • LA.6.1.7.Pa.c: Recognize details in read-aloud stories and informational text.
<p>LA.6.1.7.4 :</p>	<p>The student will identify cause-and-effect relationships in text; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Reading Comprehension</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.6.1.7.In.d: Identify cause and effect relationships in stories and informational text. • LA.6.1.7.Su.d: Identify explicit cause and effect relationships in read-aloud stories and informational text. • LA.6.1.7.Pa.d: Use pictures or symbols paired with words to achieve cause/effect outcomes in daily classroom activities.
<p>LA.6.1.7.5 :</p>	<p>The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Reading Comprehension</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.6.1.7.In.e: Identify text structures (e.g. comparison/contrast, explicit cause/effect relationships, sequence of events) in narrative and informational text using strategies, including graphic organizers. • LA.6.1.7.Su.d: Identify explicit cause and effect relationships in read-aloud stories and informational text. • LA.6.1.7.Pa.d: Use pictures or symbols paired with words to achieve cause/effect outcomes in daily classroom activities.
<p>LA.6.1.7.6 :</p>	<p>The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Reading Comprehension</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • LA.6.1.7.In.f: Identify the theme in fiction or nonfiction selections. • LA.6.1.7.Su.e: Identify fiction or nonfiction selections based on a theme. • LA.6.1.7.Pa.e: Recognize familiar read-aloud stories with a theme (e.g. friendship).
<p>LA.6.1.7.7 :</p>	<p>The student will compare and contrast elements in multiple texts; and Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Reading Comprehension</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.6.1.7.In.g: Identify similarities and differences in characters, actions, or settings in two texts. • LA.6.1.7.Su.f: Identify similarities and differences in characters and settings in stories using strategies, including simple graphic organizers. • LA.6.1.7.Pa.e: Recognize familiar read-aloud stories with a theme (e.g. friendship).
<p>LA.6.1.7.8 :</p>	<p>The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources. Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Reading Comprehension</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.6.1.7.In.h: Use strategies to repair comprehension, including but not limited to rereading, checking context clues, predicting, using graphic organizers, and requesting assistance for clarification. • LA.6.1.7.Su.g: Use strategies to repair comprehension, including but not limited to rereading, checking context clues, predicting, using graphic organizers, and checking own understanding when reminded. • LA.6.1.7.Pa.f: Use a resource when necessary to clarify meaning of pictures, symbols, or words in classroom activities.
<p>LA.6.2.1.1 :</p>	<p>The student will identify the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms with distinct characteristics</p>

	<p>and purposes; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Fiction</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.6.2.1.In.a: Identify characteristics of various genres of literature (e.g. fiction, poetry, drama). • LA.6.2.1.Su.a: Identify basic characteristics of various genres of literature (e.g. fiction, poetry). • LA.6.2.1.Pa.a: Identify characters, objects, actions, and feelings in read-aloud literature.
<p>LA.6.2.1.10 :</p>	<p>The student will use interest and recommendation of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture. Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Fiction</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.6.2.1.In.j: Select a variety of fiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture. • LA.6.2.1.Su.j: Select a variety of fiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture. • LA.6.2.1.Pa.e: Select fiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to function as a member of a shared culture.
<p>LA.6.2.1.2 :</p>	<p>The student will locate and analyze the elements of plot structure, including exposition, setting, character development, rising/falling action, conflict/resolution, and theme in a variety of fiction; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Fiction</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.6.2.1.In.b: Identify characters, setting, plot structure, and theme in

	<p>works of literature.</p> <ul style="list-style-type: none"> • LA.6.2.1.Su.b: Identify characters, setting, events, and main problem in read-aloud works of literature. • LA.6.2.1.Pa.a: Identify characters, objects, actions, and feelings in read-aloud literature.
<p>LA.6.2.1.3 :</p>	<p>The student will locate and analyze the effects of sound, meter, figurative and descriptive language, graphics (illustrations), and structure (e.g., line length, fonts, word placement) to communicate mood and meaning; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Fiction</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.6.2.1.In.c: Identify literary devices (e.g. sound, descriptive language) that communicate feelings and meaning. • LA.6.2.1.Su.c: Identify literary devices (e.g. words that describe people, objects, feelings) in literature. • LA.6.2.1.Pa.b: Recognize rhythm, sounds, and words in read-aloud poetry and stories.
<p>LA.6.2.1.4 :</p>	<p>The student will identify and explain recurring themes across a variety of works (e.g., bravery, friendship, loyalty, good vs. evil); Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Fiction</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.6.2.1.In.d: Identify themes (e.g. bravery, friendship, caring) in fiction. • LA.6.2.1.Su.d: Identify stories or drama based on a theme (e.g. bravery, friendship). • LA.6.2.1.Pa.c: Recognize familiar read-aloud stories with a theme (e.g. friendship).
<p>LA.6.2.1.5 :</p>	<p>The student will develop an interpretation of a selection and support through sustained use of examples and contextual evidence; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Fiction</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.6.2.1.In.e: Write a reflection that describes how the characters,

	<p>problem/solution, or theme in a literature selection connect to life experiences.</p> <ul style="list-style-type: none"> • LA.6.2.1.Su.e: Write a reflection that relates the main idea or problem/solution in a read-a-loud literature selection to life experiences. • LA.6.2.1.Pa.d: Use pictures, symbols, or words to identify characters, objects, actions, and feelings from familiar read-aloud literature.
<p>LA.6.2.1.6 :</p>	<p>The student will write a book report, review, or critique that compares two or more works by the same author; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Fiction</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.6.2.1.In.f: Write a brief review or report on literature that includes a description of characters, setting, plot structure (e.g. problem/solution and sequence of events), and theme. • LA.6.2.1.Su.f: Write a brief report or review of a story with illustrations that identifies characters, settings, events, or main problem. • LA.6.2.1.Pa.d: Use pictures, symbols, or words to identify characters, objects, actions, and feelings from familiar read-aloud literature.
<p>LA.6.2.1.7 :</p>	<p>The student will locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice sets the author's tone and advances the work's theme; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Fiction</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.6.2.1.In.g: Recognize the meaning of common idioms (e.g. hands off) and figurative language (e.g. runs like a deer). • LA.6.2.1.Su.g: Recognize the meaning of common idioms (e.g. cross your fingers). • LA.6.2.1.Pa.d: Use pictures, symbols, or words to identify characters, objects, actions, and feelings from familiar read-aloud literature.
<p>LA.6.2.1.8 :</p>	<p>The student will compare language patterns and vocabulary of contemporary texts to those of historical texts; Cognitive Complexity: N/A Date Adopted or Revised: 01/07</p>

	<p>Belongs to: Fiction</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.6.2.1.In.h: Identify examples of past and present language in literature of different historical periods. • LA.6.2.1.Su.h: Recognize language in familiar stories reflecting different historical periods. • LA.6.2.1.Pa.d: Use pictures, symbols, or words to identify characters, objects, actions, and feelings from familiar read-aloud literature.
<p>LA.6.2.1.9 :</p>	<p>The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written; and Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Fiction</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.6.2.1.In.i: Identify themes (e.g., growing up, solving problems) in fiction texts of different historical periods. • LA.6.2.1.Su.i: Identify stories of different historical periods based on a theme (e.g. growing up). • LA.6.2.1.Pa.d: Use pictures, symbols, or words to identify characters, objects, actions, and feelings from familiar read-aloud literature.
<p>LA.6.2.2.1 :</p>	<p>The student will locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words); Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Nonfiction</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.6.2.2.In.a: Identify information provided in text features • LA.6.2.2.In.f: Identify information included in text features • LA.6.2.2.Su.a: Use information from read-aloud nonfiction text to answer questions about the main idea and supporting details . • LA.6.2.2.Su.e: Recognize pictures or symbols paired with words in informational text used to guide classroom activities. • LA.6.2.2.Pa.a: Respond purposefully to pictures or symbols paired with words used to guide classroom activities.

<p><u>LA.6.2.2.2</u> :</p>	<p>The student will use information from the text to answer questions related to the main idea or relevant details, maintaining chronological or logical order; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: <u>Nonfiction</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>LA.6.2.2.In.b</u>: Use information from nonfiction text to answer questions related to the main idea and supporting details. • <u>LA.6.2.2.Su.b</u>: Organize information to show understanding • <u>LA.6.2.2.Pa.a</u>: Respond purposefully to pictures or symbols paired with words used to guide classroom activities.
<p><u>LA.6.2.2.3</u> :</p>	<p>The student will organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting); Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: <u>Nonfiction</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>LA.6.2.2.In.c</u>: Organize information to show understanding • <u>LA.6.2.2.Su.b</u>: Organize information to show understanding • <u>LA.6.2.2.Pa.b</u>: Recognize pictures, or symbols paired with words depicting a sequence in familiar activities.
<p><u>LA.6.2.2.4</u> :</p>	<p>The student will identify the characteristics of a variety of types of nonfiction text (e.g., reference works, newspapers, biographies, procedures, instructions, practical/functional texts); and Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: <u>Nonfiction</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>LA.6.2.2.In.d</u>: Identify a variety of nonfiction text • <u>LA.6.2.2.Su.c</u>: Identify a variety of nonfiction text • <u>LA.6.2.2.Pa.b</u>: Recognize pictures, or symbols paired with words depicting a sequence in familiar activities.
<p><u>LA.6.2.2.5</u> :</p>	<p>The student will use interest and recommendation of others to select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the</p>

core knowledge necessary to connect topics and function as a fully literate member of a shared culture.

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

Belongs to: [Nonfiction](#)

Access Points:

- [LA.6.2.2.In.e](#): Select a variety of nonfiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture.
- [LA.6.2.2.Su.d](#): Select a variety of nonfiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture.
- [LA.6.2.2.Pa.c](#): Select nonfiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to function as a member of a shared culture.

[LA.6.3.1.1](#) :

The student will prewrite by generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writers notebook, research materials, or other reliable sources), based upon teacher-directed topics and personal interests;

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

Belongs to: [Prewriting](#)

Access Points:

- [LA.6.3.1.In.a](#): Generate ideas through a variety of activities
- [LA.6.3.1.In.d](#): Generate ideas through a variety of activities (e.g. responding to prompts, viewing pictures, listening to text, group discussion).
- [LA.6.3.1.Su.b](#): Determine the main topic and details.
- [LA.6.3.1.Su.c](#): Select a familiar person, object, activity, or event as the topic of communication.
- [LA.6.3.1.Pa.a](#): Make an initial attempt to communicate information about a familiar person, object, activity, or event using pictures, symbols, or words.

[LA.6.3.1.2](#) :

The student will prewrite by making a plan for writing that prioritizes ideas, addresses purpose, audience, main idea, and logical sequence; and

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

Course Number:	7863070														
Course Title:	Expanded Skills: 6–8														
Number of Credits:															
Course Length:	Semester (Repeatable)														
General Notes:	<p>The purpose of this course is to enable students who are deaf or hard-of-hearing to apply concepts, knowledge, and skills in the expanded core curriculum in the educational, home, and community settings to achieve annual goals based on assessed needs and the student’s individual educational plan (IEP).</p> <p>This course is designed for students who are deaf or hard-of-hearing and need intensive individualized intervention to address the unique and specialized needs that result from their disability. Hearing loss adds a dimension to learning that often requires explicit teaching, such as information gained through incidental learning.</p> <p>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.</p> <p>Delivery of this course is setting neutral (resource class, support facilitator, embedded instruction, elective course). Instructional activities involving practical applications of course requirements may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills.</p> <p>This course is designed to reflect the wide range of abilities within the populations of students with this disability. Course requirements may be added or modified based on assessed needs indicated in the student’s IEP.</p> <table border="1" data-bbox="418 1234 1466 1862"> <tr> <td>ES.PK12.CL.1.1b</td> <td>Explain historical and current attitudes of the deaf community and the impact on themselves and others.</td> </tr> <tr> <td>ES.PK12.CL.1.2b</td> <td>Compare and contrast contributions of past and present figures of the deaf community.</td> </tr> <tr> <td>ES.PK12.CL.1.3b</td> <td>Evaluate ways that individuals who are deaf or hard-of-hearing provide support for each other in their community.</td> </tr> <tr> <td>ES.PK12.CL.1.4a</td> <td>Identify ways that Deaf heritage and culture play an important role in the daily activities of individuals who are deaf or hard-of-hearing.</td> </tr> <tr> <td>ES.PK12.CL.1.4b</td> <td>Analyze ways that deaf heritage and culture play an important role in the daily activities of individuals who are deaf or hard-of-hearing.</td> </tr> <tr> <td>ES.PK12.CL.2.2</td> <td>Maintain a time management and organizational system for academic studies.</td> </tr> <tr> <td>ES.PK12.CL.2.3b</td> <td>Explain how previously learned academic vocabulary, skill, or content is used in new skills and concepts.</td> </tr> </table>	ES.PK12.CL.1.1b	Explain historical and current attitudes of the deaf community and the impact on themselves and others.	ES.PK12.CL.1.2b	Compare and contrast contributions of past and present figures of the deaf community.	ES.PK12.CL.1.3b	Evaluate ways that individuals who are deaf or hard-of-hearing provide support for each other in their community.	ES.PK12.CL.1.4a	Identify ways that Deaf heritage and culture play an important role in the daily activities of individuals who are deaf or hard-of-hearing.	ES.PK12.CL.1.4b	Analyze ways that deaf heritage and culture play an important role in the daily activities of individuals who are deaf or hard-of-hearing.	ES.PK12.CL.2.2	Maintain a time management and organizational system for academic studies.	ES.PK12.CL.2.3b	Explain how previously learned academic vocabulary, skill, or content is used in new skills and concepts.
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	ES.PK12.CL.2.4b	Construct paragraphs and essays following English semantic and syntactic rules with the support of own preferred mode of communication
	ES.PK12.CL.2.5	Request clarification of school assignments from teachers, family, and peers, when needed.
	ES.PK12.MD.1.1b	Describe own hearing loss, including identifying self as deaf or hard-of-hearing; stating cause of the hearing loss and age of onset; explaining that the hearing loss is stable, progressive, or irreversible; and describing accommodations, preferred learning strategies, and interpreting needs to teachers, peers, and community members.
	ES.PK12.MD.1.2	Label and describe the functions of the parts of the ear (pinna, ear canal, eardrum, bones, cochlea, hearing nerve, brain, outer, middle, inner) using pictures.
	ES.PK12.MD.1.3a	Identify the basic information on an audiogram.
	ES.PK12.MD.1.3b	Explain the meaning of information on own audiogram to parents, teachers, and peers.
	ES.PK12.MD.1.4	Maintain (clean, care for, and troubleshoot) own hearing aids, cochlear implants, and/or FM equipment with assistance.
	ES.PK12.MD.1.5a	State and apply listening and learning rules, including recognizing that hearing does not mean understanding, attending to the person who is speaking and/or signing, talking only about what he/she is learning, and requesting repetition or clarification when needed.
	ES.PK12.MD.1.6b	Describe the type of assistance that can be provided in the school from an interpreter, audiologist, and the itinerant teacher.
	ES.PK12.MD.1.7b	Use a variety of specialized telecommunication technology, including etiquette and procedures appropriate for his/her needs, with minimal assistance.
	ES.PK12.MD.2.1	Consistently and appropriately use preferred communication modality, such as American Sign Language (ASL), Conceptually Accurate Signed English (CASE), Signed English (SEE), or Spoken Language (Aural-Oral Communication), and recognize that communication modality may change according to individual needs and preferences.
	ES.PK12.MD.2.2	Participate in direct interactions with peers and adults using an appropriate mode of communication in a variety of settings independently.
	ES.PK12.MD.2.3	Demonstrate communication through motor movements, facial expressions, vocalizations, and social interactions.

	ES.PK12.MD.2.4	Demonstrate nonverbal elements of communication, including proximity, turn taking, body shifting, facial expressions, and eye gaze.
	ES.PK12.MD.2.5	Express the meaning of complex vocabulary, concepts, and figurative language through explicit strategies, such as drawing, role play, fingerspelling, and recognizing visual markers.
	ES.PK12.MD.2.6	Apply auditory discrimination and phonological skills to enhance understanding of spoken and written language, when appropriate.
	ES.PK12.MD.3.2a	Describe positive and negative ways the physical environment can affect communication and describe situations when it would be difficult.
	ES.PK12.MD.3.2b	Request adaptation of the physical environment or accommodations when communication is perceived to be difficult.
	ES.PK12.MD.3.3	Use appropriate behavior in response to situational demands and modify behavior as needed.
	ES.PK12.MD.3.4b	Communicate with others in ways appropriate for the relationship, such as peers, authority figures in the school and community, and employers.
	ES.PK12.MD.3.5	Anticipate and use repair strategies to ensure communication occurs during difficult listening situations or when communication breakdowns occur.
	ES.PK12.MD.4.1b	Articulate interpreting needs, including describing how to work effectively with an interpreter for school and community activities, stating when services are needed/not needed, and describing the preferred mode of communication.
	ES.PK12.MD.4.1c	Articulate the need for specialized or a preferred mode of communication with peers, adults, community members, and employers.
	ES.PK12.MD.4.2b	Select and use assistive technology—low-tech, high-tech, closed captioning, alerting systems—that is personally appropriate.
	ES.PK12.MD.4.3b	Locate and respond appropriately to alerting devices, such as fire or smoke alarm, doorbell, phone, and monitors in the school, community, and job site.
	ES.PK12.MD.4.4b	Participate effectively in the development and presentation of own IEP, including assessment data, strengths, weaknesses, annual goals, objectives, special education and related services, accommodations, course of study, transition services, and postsecondary goals.
	ES.PK12.MD.4.5	Explain support services available in the school, home, and community, such as Florida Relay Service, interpreters, and travel assistance.

	ES.PK12.MD.4.6	Request written reinforcement of instruction, including transcripts or closed captions for film/videos, when needed.
Certification Requirement:	HEAR IMPRD 6	

Course: Unique Skills: Communication 6-8-7863050

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse5145.aspx>

BASIC INFORMATION

Course Title:	Unique Skills: Communication 6-8
Course Number:	7863050
Grade Levels:	6,7,8
Grade Level(s):	6, 7, 8
Course Abbreviated Title:	U SKLS: COMMUNIC 6-8
Course Path:	Section: Exceptional Student Education Grade Group: Middle/Junior High Subject: Special Skills Courses
Course length:	Semester (S)
Status:	Draft - Board Approval Pending
General Notes:	<p>The purpose of this course is to enable students with disabilities to develop and use expressive and receptive communication skills and strategies effectively in educational, home, and community settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).</p> <p>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.</p> <p>A student may repeat this course. The particular course requirements that the student should master each year must be specified on an</p>

	<p>individual basis and relate to achievement of annual goals on the student's IEP.</p> <p>Delivery of this course is setting neutral (resource room, self-contained, embedded instruction, elective course). Instructional activities involving practical applications of course requirements may occur in home, school, and community settings for the purpose of training, practice, generalization, and maintenance of skills. These applications may require that the student use related technology, tools, and equipment.</p> <p>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.</p>
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STANDARDS (22)

<u>US.PK12.CM.1.1:</u>	Follow multi-step directions in sequence.
<u>US.PK12.CM.1.2:</u>	Demonstrate understanding and recall of stories and information presented orally.
<u>US.PK12.CM.1.3:</u>	Demonstrate understanding and recall of information presented orally for specific purposes, such as identifying the main idea, drawing conclusions, and forming opinions.
<u>US.PK12.CM.1.4:</u>	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.
<u>US.PK12.CM.2.1:</u>	Use speech that can be understood by adults and peers.
<u>US.PK12.CM.2.10:</u>	Use appropriate verbal and nonverbal communication when giving an individual or group presentation.
<u>US.PK12.CM.2.2:</u>	Communicate messages and ideas clearly and effectively in a variety of situations.
<u>US.PK12.CM.2.3:</u>	Answer different types of questions, such as yes/no, open ended,

	and “wh” questions.
<u>US.PK12.CM.2.4:</u>	Express ideas in complete sentences using correct parts of speech.
<u>US.PK12.CM.2.5:</u>	Retell and summarize a story or event.
<u>US.PK12.CM.2.6:</u>	Effectively use nonverbal language, such as proximity, eye contact, gestures, and posture.
<u>US.PK12.CM.2.7:</u>	Clarify and explain words and ideas.
<u>US.PK12.CM.2.8:</u>	Participate effectively in small and large group discussions.
<u>US.PK12.CM.2.9:</u>	Recognize and repair communication breakdowns.
<u>US.PK12.CM.3.1:</u>	Use language for a variety of purposes, including greeting, informing, demanding, promising, and requesting.
<u>US.PK12.CM.3.2:</u>	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.
<u>US.PK12.CM.3.3a:</u>	Initiate and participate in conversations with adults and peers.
<u>US.PK12.CM.3.3b:</u>	Follow rules for conversations, including staying on topic, taking turns, and initiating and ending conversations appropriately.
<u>US.PK12.CM.4.1:</u>	Use technology and assistive devices as needed to communicate or enhance messages in a meaningful and functional manner.
<u>US.PK12.CM.4.2:</u>	Use own communication system, such as alternative/augmentative communication, assistive device, or sign language, to communicate and acquire information.
<u>US.PK12.CM.4.3:</u>	Identify and use basic maintenance procedures needed by own communication system.
<u>US.PK12.CM.4.4:</u>	Identify needs and request assistance with own communication system.



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Course: Orientation and Mobility: 6-8-7863060

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3438.aspx>

BASIC INFORMATION

Course Title:	Orientation and Mobility: 6-8
Course Number:	7863060
Course Abbreviated Title:	ORIEN MOBLTY: 6-8
Course Path:	Section: Exceptional Student Education Grade Group: Middle/Junior High Subject: Special Skills Courses
Status:	Draft - Board Approval Pending
General Notes:	<p>A. Major Concepts/Content. The purpose of this course is to provide instruction in skills involving orientation and mobility. Orientation is the collection and organization of information concerning the environment and one's relationship to it. Mobility is the ability to move efficiently within that environment.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none">• developing safe, efficient, and independent travel skills in one's neighborhood, community, and school environment• using major forms of public transportation• traveling to specified destinations in an unfamiliar environment• locating and reading survival symbols in order to access public places <p>This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter.</p>

Students with disabilities shall:

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

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

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

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

Due to safety considerations, training students with visual impairments for independent travel requires a fully trained orientation and mobility instructor. In order to address the full range of special skills, a student with a visual impairment may be enrolled in Unique Skills Vision: 6-8, Course Number: 7863080.

Students with visual impairments who are likely to pursue a standard high school diploma may take this course. 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.

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

	<p>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.</p>
<p>Verion Requirements:</p>	<p>C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the State Standards for Special Diploma that are most relevant to this course. Students are expected to make progress, but are not required to master benchmarks listed for this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the State Standards for Special Diploma. Note that a student with a visual impairment and other disabilities may pursue a Special Diploma.</p> <p>After successfully completing this course, the student will:</p> <ol style="list-style-type: none"> 1. Demonstrate understanding of concepts and perceptual and cognitive processes involved in orientation, planning for travel, and negotiating specific travel obstacles involved in independent orientation and mobility for safe and efficient travel. 2. Demonstrate travel skills including use of adaptive aids and equipment (e.g., techniques for indoor/outdoor travel; use of electronic aids, sighted guide, or long cane for travel; and use of major forms of public transportation). 3. Travel to specified destinations in an unfamiliar environment by evaluating and planning travel and demonstrating safe decision making. <p>IF.A.2.In.2 demonstrate safe travel within and beyond the community. IF.A.2.Su.2 demonstrate safe travel within and beyond the community—with guidance and support. IF.A.2.Pa.2 participate in reaching desired locations safely within familiar environments—with assistance. IF.B.2.In.3 respond effectively to unexpected events and potentially harmful situations. IF.B.2.Su.3 respond effectively to unexpected events and potentially harmful situations—with guidance and support. IF.B.2.Pa.2 participate in responding appropriately to unexpected events and potentially harmful situations—with assistance.</p>

4. Interact with others when traveling and use their assistance appropriately.

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.

5. Locate and read survival symbols in order to access public places by understanding basic components and designs of public buildings, using assistance of others appropriately.

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

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

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

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

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

6. Apply motor skills of balance and coordination and forms of posture and gait required for efficiency of movement and travel.



	<p>Belongs to: Prewriting</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.6.3.1.In.b: Identify the purpose (e.g. inform, tell a story, entertain) and intended audience for writing. • LA.6.3.1.Su.a: Identify the purpose and intended audience for writing. • LA.6.3.1.Pa.a: Make an initial attempt to communicate information about a familiar person, object, activity, or event using pictures, symbols, or words.
<p>LA.6.3.1.3 :</p>	<p>The student will prewrite by using organizational strategies and tools (e.g., technology, outline, chart, table, graph, web, story map). Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Prewriting</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.6.3.1.In.c: Use graphic organizers, outlines, or charts to create a plan for writing that identifies the main idea and supporting details. • LA.6.3.1.Su.a: Identify the purpose and intended audience for writing. • LA.6.3.1.Pa.a: Make an initial attempt to communicate information about a familiar person, object, activity, or event using pictures, symbols, or words.
<p>LA.6.3.2.1 :</p>	<p>The student will draft writing by developing main ideas from the prewriting plan using primary and secondary sources appropriate to purpose and audience; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Drafting</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.6.3.2.In.a: Use a prewriting plan to develop the main idea and supporting details. • LA.6.3.2.Su.a: Organize the ideas according to the purpose. • LA.6.3.2.Pa.a: Make an initial attempt to communicate information about a familiar person, object, activity, or event using pictures, symbols, or words. <p>Remarks/Examples</p>

	<p>SS.6.C.2.1 Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.</p>
<p>LA.6.3.2.2 :</p>	<p>The student will draft writing by organizing information into a logical sequence and combining or deleting sentences to enhance clarity; and Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Drafting</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.6.3.2.In.b: Organize ideas into a logical sequence. • LA.6.3.2.Su.a: Organize the ideas according to the purpose. • LA.6.3.2.Pa.a: Make an initial attempt to communicate information about a familiar person, object, activity, or event using pictures, symbols, or words.
<p>LA.6.3.2.3 :</p>	<p>The student will draft writing by analyzing language techniques of professional authors (e.g., point of view, establishing mood) to enhance the use of descriptive language and word choices. Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Drafting</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.6.3.2.In.a: Use a prewriting plan to develop the main idea and supporting details. • LA.6.3.2.Su.a: Organize the ideas according to the purpose. • LA.6.3.2.Pa.a: Make an initial attempt to communicate information about a familiar person, object, activity, or event using pictures, symbols, or words.
<p>LA.6.3.3.1 :</p>	<p>The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Revising</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.6.3.3.In.a: Review for clarity of content, organization, and word

	<p>choice and use of simple and compound sentences to express ideas.</p> <ul style="list-style-type: none"> • LA.6.3.3.Su.a: Review draft to clarify content and use of complete sentences to express ideas. • LA.6.3.3.Pa.a: Adjust information communicated about a familiar person, object, activity, or event when necessary by selecting different pictures, symbols, or words.
<p>LA.6.3.3.2 :</p>	<p>The student will revise by creating clarity and logic by rearranging words, sentences, and paragraphs, adding transitional words, incorporating sources directly and indirectly into writing, using generalizations where appropriate, and connecting conclusion to ending (e.g., use of the circular ending); Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Revising</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.6.3.3.In.b: Improve connections between main ideas and details and adding details needed to communicate the purpose. • LA.6.3.3.Su.b: Improve the connection between main ideas and details. • LA.6.3.3.Pa.a: Adjust information communicated about a familiar person, object, activity, or event when necessary by selecting different pictures, symbols, or words.
<p>LA.6.3.3.3 :</p>	<p>The student will revise by creating precision and interest by expressing ideas vividly through multiple language techniques (e.g., foreshadowing, imagery, simile, metaphor, sensory language, connotation, denotation) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Revising</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.6.3.3.In.c: Change words and add transitional words to clarify meaning or add interest using resources and materials to select appropriate vocabulary. • LA.6.3.3.Su.c: Add descriptive words or details. • LA.6.3.3.Pa.a: Adjust information communicated about a familiar person, object, activity, or event when necessary by selecting different pictures, symbols, or words.
<p>LA.6.3.3.4 :</p>	<p>The student will revise by applying appropriate tools or strategies to evaluate</p>

and refine the draft (e.g., peer review, checklists, rubrics).

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

Belongs to: [Revising](#)

Access Points:

- [LA.6.3.3.In.d](#): Use tools and strategies (e.g. checklists, teacher review, peer review) to improve the draft.
- [LA.6.3.3.Su.d](#): Use tools, strategies, and resources to improve the draft (e.g. teacher or peer review, dictionary).
- [LA.6.3.3.Pa.a](#): Adjust information communicated about a familiar person, object, activity, or event when necessary by selecting different pictures, symbols, or words.

[LA.6.3.4.1](#) :

The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary;

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

Belongs to: [Editing for Language Conventions](#)

Access Points:

- [LA.6.3.4.In.a](#): Use correct spelling of high frequency and phonetically regular words, using a word bank, dictionary, or other resource as necessary.
- [LA.6.3.4.Su.a](#): Use left to right progression and sequencing.
- [LA.6.3.4.Su.b](#): Use correct spelling of words, using a word bank, dictionary, or other resource as necessary.
- [LA.6.3.4.Pa.a](#): Adjust information communicated about a familiar person, object, activity, or event when necessary by selecting different pictures, symbols, or words.

[LA.6.3.4.2](#) :

The student will edit for correct use of capitalization, including major words in titles of books, plays, movies, and television programs;

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

Belongs to: [Editing for Language Conventions](#)

Access Points:

- [LA.6.3.4.In.b](#): Use capitalization including but not limited to proper nouns, the pronoun "I," and the initial word of sentences.
- [LA.6.3.4.Su.c](#): Use capitalization of proper names; the pronoun "I," and

	<p>the initial word of sentences.</p> <ul style="list-style-type: none"> • LA.6.3.4.Pa.a: Adjust information communicated about a familiar person, object, activity, or event when necessary by selecting different pictures, symbols, or words.
<p>LA.6.3.4.3 :</p>	<p>The student will edit for correct use of punctuation in simple, compound, and complex sentences, including appositives and appositive phrases, and in cited sources, including quotations for exact words from sources; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Editing for Language Conventions</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.6.3.4.In.c: Use end punctuation (period, question mark, exclamation point) for sentences. • LA.6.3.4.Su.d: Use end punctuation (period) in complete sentences. • LA.6.3.4.Pa.a: Adjust information communicated about a familiar person, object, activity, or event when necessary by selecting different pictures, symbols, or words.
<p>LA.6.3.4.4 :</p>	<p>The student will edit for correct use of the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection); and Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Editing for Language Conventions</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.6.3.4.In.d: Use singular and plural nouns. • LA.6.3.4.Su.c: Use capitalization of proper names; the pronoun “I,” and the initial word of sentences. • LA.6.3.4.Pa.a: Adjust information communicated about a familiar person, object, activity, or event when necessary by selecting different pictures, symbols, or words.
<p>LA.6.3.4.5 :</p>	<p>The student will edit for correct use of consistency in verb tense in simple, compound, and complex sentences. Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Editing for Language Conventions</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.6.3.4.In.e: Use correct verb tense and complete sentences.

	<ul style="list-style-type: none"> • LA.6.3.4.Su.e: Use complete sentences. • LA.6.3.4.Pa.a: Adjust information communicated about a familiar person, object, activity, or event when necessary by selecting different pictures, symbols, or words.
<p>LA.6.3.5.1 :</p>	<p>The student will prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia); Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Publishing</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.6.3.5.In.a: Prepare writing in a format appropriate to audience and purpose. • LA.6.3.5.Su.a: Prepare writing in a format appropriate to audience and purpose. • LA.6.3.5.Pa.a: Effectively communicate information about a familiar person, object, activity, or event using pictures, symbols, or words.
<p>LA.6.3.5.2 :</p>	<p>The student will use elements of spacing and design for graphics (e.g., tables, drawings, charts, graphs) when applicable to enhance the appearance of the document; and Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Publishing</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.6.3.5.In.a: Prepare writing in a format appropriate to audience and purpose. • LA.6.3.5.Su.b: Use spacing and margins as required in the final product. • LA.6.3.5.Pa.a: Effectively communicate information about a familiar person, object, activity, or event using pictures, symbols, or words.
<p>LA.6.3.5.3 :</p>	<p>The student will share the writing with the intended audience. Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Publishing</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.6.3.5.In.c: Share writing with the intended audience. • LA.6.3.5.Su.c: Share writing with the intended audience. • LA.6.3.5.Pa.a: Effectively communicate information about a familiar

Course: 7820016 Access M/J Comprehensive Science 2-

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse1761.aspx>

BASIC INFORMATION

Course Title:	Access M/J Comprehensive Science 2
Course Number:	7820016
Course Abbreviated Title:	ACCESS M/J COMPSCI 2
Course Path:	Section: Exceptional Student Education Grade Group: Middle/Junior High Subject: Academics - Subject Areas
Number of Credits:	NA
Course length:	Year (Y)
Course Type:	Core
Status:	State Board Approved
Requires Highly Qualified Teacher(HQT)?	Yes
Course Size?	Yes
No Child Left Behind (NCLB)?	Yes
General Notes:	Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent), which reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are

intentionally designed to foster high expectations for students with significant cognitive disabilities.

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

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

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

Through observation, inquiry, and data collection, students will study the nature, dynamics, and interdependence of:

- Earth structures
- Earth systems, patterns and processes
- Plant and animal systems, adaptation, and diversity
- System interdependence
- Scientific method
- Energy forms and processes

Observing and understanding the fundamental characteristics of these phenomena assist in predicting the outcome of actions and events, such as how biospheric cycles operate in predictable patterns; life systems are symbiotic; how to make, execute, and evaluate a replicable plan; and how energy impacts matter in

predictable ways.

RELATED ACCESS POINTS: Independent(29) Supported(28) Participatory(24) Core Content Connector(0)

SC.7.E.6.1 :

Describe the layers of the solid Earth, including the lithosphere, the hot convecting mantle, and the dense metallic liquid and solid cores.
Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 02/08
Belongs to: [Earth Structures](#)

Access Points:

- [SC.7.E.6.In.1](#): Identify that Earth has three layers (crust, mantle, and core) and describe the inside (core) as the hottest layer.
- [SC.7.E.6.Su.1](#): Recognize that the surface of Earth is called the crust.
- [SC.7.E.6.Pa.1](#): Recognize the ground as the outer surface (crust) of Earth.

SC.7.E.6.2 :

Identify the patterns within the rock cycle and relate them to surface events (weathering and erosion) and sub-surface events (plate tectonics and mountain building).
Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 02/08
Belongs to: [Earth Structures](#)

Access Points:

- [SC.7.E.6.In.2](#): Recognize that slow changes, such as mountain-building, and fast changes, such as volcanic eruptions, are caused by shifts below Earth's surface.
- [SC.7.E.6.Su.2](#): Recognize that mountains change size and shape over a long period of time.
- [SC.7.E.6.Pa.2](#): Discriminate between surface features of ground on Earth, such as rocky/sandy, flat/hilly, rough/smooth, or solid/liquid.

Course: 7821022 Access M/J World History-

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse1804.aspx>

BASIC INFORMATION

Course Title:	Access M/J World History
Course Number:	7821022
Course Abbreviated Title:	ACCESS M/J WRLD HIST
Course Path:	Section: Exceptional Student Education Grade Group: Middle/Junior High Subject: Academics - Subject Areas
Course length:	Year (Y)
Status:	State Board Approved
General Notes:	<p>Access Courses: Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent), which reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with a significant cognitive disability.</p> <p>Subject Relevance: Understanding citizenship is the foundation for accessing life's activities in the local community or the world at large. Contributing to our community gives citizenship its meaning. Active participation as a citizen depends on how well we establish individual, group, and societal relationships. How well we develop these relationships depends on how well we understand our own and others' perspectives, which, in turn, depends on how well we understand cultural customs, rules, and institutions, whether local or global. Cultural customs, rules, and institutions frame the world in which we live and influence relationships at all levels, whether it is a friendship, a family, a school, a community, a country, or a world.</p>

Course: 7821023 Access M/J Civics and Career Planning-

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3415.aspx>

BASIC INFORMATION

Course Title:	Access M/J Civics and Career Planning
Course Number:	7821023
Course Abbreviated Title:	ACCESS M/J CIV & CP
Course Path:	Section: Exceptional Student Education Grade Group: Middle/Junior High Subject: Academics - Subject Areas
Course length:	Year (Y)
Status:	State Board Approved

RELATED ACCESS POINTS: Independent(67) Supported(67) Participatory(67) Core Content Connector(0)

SS.7.C.1.1: Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.

Access Points:

- SS.7.C.1.In.a: Recognize that ideas of separation of powers and natural rights influenced the authors of the United States Constitution.
- SS.7.C.1.Su.a: Recognize the United States Constitution was based on ideas from the past.
- SS.7.C.1.Pa.a: Recognize that ideas of people influence others.

SS.7.C.1.2: Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.

Access Points:

- SS.7.C.1.In.b: Recognize influences on the colonists' view of government, such as the Magna Carta, the Mayflower Compact, and Thomas Paine's "Common Sense."
- SS.7.C.1.Su.b: Recognize an influence on the colonists' view of government, such as the Mayflower Compact.
- SS.7.C.1.Pa.b: Recognize that ideas of people influence others.

SS.7.C.1.3: Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.

Access Points:

- SS.7.C.1.In.c: Identify concerns of the American colonists that led to the writing of the Declaration of Independence, such as taxation and laws of England.
- SS.7.C.1.Su.c: Recognize that American colonists were unhappy with the way England was treating them and this led to the writing of the Declaration of Independence.
- SS.7.C.1.Pa.c: Recognize people in the American colonies were unhappy with the way England was treating them.

SS.7.C.1.4: Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.

Access Points:

- SS.7.C.1.In.d: Identify complaints described in the Declaration of Independence, such as stationing soldiers in people's homes, taxes, and cutting off trade with other countries.
- SS.7.C.1.Su.d: Recognize a complaint described in the Declaration of Independence, such as stationing soldiers in people's homes, taxes, or cutting off trade with other countries.
- SS.7.C.1.Pa.d: Recognize people in the American colonies were unhappy with the way England was treating them.

SS.7.C.1.5: Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.

Access Points:

- SS.7.C.1.In.e: Identify a weakness of the Articles of Confederation that led to the writing of the Constitution, such as no president, a weak central government, and each state had its own money system.
- SS.7.C.1.Su.e: Recognize that the Articles of Confederation had weaknesses and the Constitution replaced it.
- SS.7.C.1.Pa.e: Recognize that government can be changed.

SS.7.C.1.6: Interpret the intentions of the Preamble of the Constitution.

Access Points:

- SS.7.C.1.In.f: Identify the reasons for establishing a government listed in the Preamble of the United States Constitution.

- SS.7.C.1.Su.f: Recognize that the Preamble of the United States Constitution states the reasons the government was created.
- SS.7.C.1.Pa.f: Recognize a reason for government.

SS.7.C.1.7: Describe how the Constitution limits the powers of government through separation of powers and checks and balances.

Access Points:

- SS.7.C.1.In.g: Identify examples of separation of powers in the Constitution, such as the three branches of government.
- SS.7.C.1.Su.g: Recognize the powers of the branches of government of the United States.
- SS.7.C.1.Pa.g: Recognize that the government has different parts.

SS.7.C.1.8: Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.

Access Points:

- SS.7.C.1.In.h: Identify an argument for and against the inclusion of a bill of rights in the Constitution.
- SS.7.C.1.Su.h: Recognize a reason for inclusion of a bill of rights in the Constitution, such as the Bill of Rights is for all states.
- SS.7.C.1.Pa.h: Recognize that both individuals and groups have rights.

SS.7.C.1.9: Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.

Access Points

- SS.7.C.1.In.i: Identify how the rule of law is used in American government, such as people must follow the laws of the government.
- SS.7.C.1.Su.i: Recognize that people must follow the laws of American government.
- SS.7.C.1.Pa.i: Recognize that people must follow laws of government.

SS.7.C.2.1: Define the term "citizen," and identify legal means of becoming a United States citizen.

Access Points:

- SS.7.C.2.In.a: Identify that a citizen is a legal resident of a country and recognize that people become citizens by birth or naturalization.
- SS.7.C.2.Su.a: Recognize that a citizen is a legal resident of a country.
- SS.7.C.2.Pa.a: Recognize a person who is an American citizen.

SS.7.C.2.2: Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.

Access Points:

- SS.7.C.2.In.b: Identify obligations of citizens, such as obeying laws, paying taxes, and

serving on juries.

- SS.7.C.2.Su.b: Recognize obligations of citizens, such as obeying laws, paying taxes, and serving on juries.
- SS.7.C.2.Pa.b: Recognize an obligation of citizens, such as obeying laws.

SS.7.C.2.3: Experience the responsibilities of citizens at the local, state, or federal levels.

Access Points:

- SS.7.C.2.In.c: Describe the responsibilities of a good citizen, such as registering and voting and keeping informed about current issues.
- SS.7.C.2.Su.c: Identify the responsibilities of a good citizen, such as voting and keeping informed about current issues.
- SS.7.C.2.Pa.c: Recognize a responsibility of a good citizen, such as voting.

SS.7.C.2.4: Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.

Access Points:

- SS.7.C.2.In.d: Identify the rights of individuals in the Bill of Rights and other amendments to the Constitution.
- SS.7.C.2.Su.d: Recognize the rights of individuals in the Bill of Rights.
- SS.7.C.2.Pa.d: Recognize a right of citizens guaranteed by law.

SS.7.C.2.5: Distinguish how the Constitution safeguards and limits individual rights.

Access Points:

- SS.7.C.2.In.e: Identify the rights of individuals in the Bill of Rights and other amendments to the Constitution.
- SS.7.C.2.Su.e: Recognize the rights of individuals in the Bill of Rights.
- SS.7.C.2.Pa.e: Recognize a right of citizens guaranteed by law.

SS.7.C.2.6: Simulate the trial process and the role of juries in the administration of justice.

Access Points:

- SS.7.C.2.In.f: Identify the purpose of a jury in a trial.
- SS.7.C.2.Su.f: Recognize the purpose of the jury in a trial.
- SS.7.C.2.Pa.f: Recognize a right of citizens guaranteed by law.

SS.7.C.2.7: Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.

Access Points:

- SS.7.C.2.In.g: Describe the voting process for selecting leaders in the school or community.
- SS.7.C.2.Su.g: Identify how to vote for a leader in the school or community.
- SS.7.C.2.Pa.g: Recognize that people can vote to select a leader in the school or

community.

SS.7.C.2.8: Identify America's current political parties, and illustrate their ideas about government.

Access Points:

- SS.7.C.2.In.h: Identify the current political parties in America.
- SS.7.C.2.Su.h: Recognize the current political parties in America.
- SS.7.C.2.Pa.h: Recognize that there are political parties in America.

SS.7.C.2.9: Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.

Access Points:

- SS.7.C.2.In.i: Identify the qualifications of candidates for a political office.
- SS.7.C.2.Su.i: Recognize that candidates run for a political office.
- SS.7.C.2.Pa.i: Recognize a political office.

SS.7.C.2.10: Examine the impact of media, individuals, and interest groups on monitoring and influencing government.

Access Points:

- SS.7.C.2.In.j: Identify how the media and people influence government.
- SS.7.C.2.Su.j: Recognize that the media and people can influence government.
- SS.7.C.2.Pa.j: Recognize that the media influences people.

SS.7.C.2.11: Analyze media and political communications (bias, symbolism, propaganda).

Access Points:

- SS.7.C.2.In.k: Identify how the media and people influence government.
- SS.7.C.2.Su.k: Recognize that the media and people can influence government.
- SS.7.C.2.Pa.k: Recognize that the media influences people.

SS.7.C.2.12: Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.

Access Points:

- SS.7.C.2.In.l: Recognize a problem in the local community and the appropriate governmental agency to respond to that problem.
- SS.7.C.2.Su.l: Recognize a problem in the local community and an authority to respond to that problem.
- SS.7.C.2.Pa.l: Recognize an authority to respond to a problem.

SS.7.C.2.13: Examine multiple perspectives on public and current issues.

Access Points:

- SS.7.C.2.In.m: Identify different perspectives on current issues.
- SS.7.C.2.Su.m: Recognize different perspectives on current issues.
- SS.7.C.2.Pa.m: Recognize a point of view on current issues.

SS.7.C.2.14: Conduct a service project to further the public good.

Access Points:

- SS.7.C.2.In.n: Engage in a service project to further the public good, such as at school, community, or state levels.
- SS.7.C.2.Su.n: Assist with a service project to further the public good, such as at school, community, or state levels.
- SS.7.C.2.Pa.n: Participate in a service project to further the public good, such as at school, community, or state levels.

SS.7.C.3.1: Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).

Access Points:

- SS.7.C.3.In.a: Identify characteristics of different forms of government, such as democracy, monarchy, and communism.
- SS.7.C.3.Su.a: Recognize different forms of government, such as democracy and communism.
- SS.7.C.3.Pa.a: Recognize that in a democracy, people vote to elect government leaders.

SS.7.C.3.2: Compare parliamentary, federal, confederal, and unitary systems of government.

Access Points:

- SS.7.C.3.In.b: Identify characteristics of different forms of government, such as democracy, monarchy, and communism.
- SS.7.C.3.Su.b: Recognize different forms of government, such as democracy and communism.
- SS.7.C.3.Pa.b: Recognize that in a democracy, people vote to elect government leaders.

SS.7.C.3.3: Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.

Access Points:

- SS.7.C.3.In.c: Identify the major function of the three branches of the United States government established by the Constitution.
- SS.7.C.3.Su.c: Recognize the major function of the three branches of the United States government.
- SS.7.C.3.Pa.c: Recognize that the United States government has three parts.

SS.7.C.3.4: Identify the relationship and division of powers between the federal government and

state governments.

Access Points:

- SS.7.C.3.In.d: Identify the relationship of power between the federal and state governments.
- SS.7.C.3.Su.d: Recognize the relationship of power between the federal and state governments.
- SS.7.C.3.Pa.d: Recognize that governments have different powers.

SS.7.C.3.5: Explain the Constitutional amendment process.

Access Points:

- SS.7.C.3.In.e: Identify steps to amending the Constitution.
- SS.7.C.3.Su.e: Identify that the Constitution can be changed by amendments.
- SS.7.C.3.Pa.e: Recognize that the government can change laws.

SS.7.C.3.6: Evaluate Constitutional rights and their impact on individuals and society.

Access Points:

- SS.7.C.3.In.f: Identify the rights of individuals provided by the Constitution and Bill of Rights.
- SS.7.C.3.Su.f: Recognize the rights of individuals provided by the Constitution and Bill of Rights.
- SS.7.C.3.Pa.f: Recognize individual rights provided by the government.

SS.7.C.3.7: Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.

Access Points:

- SS.7.C.3.In.g: Identify ways amendments to the United States Constitution have promoted the full participation of minority groups in American democracy, such as the abolition of slavery, the right to vote, and nondiscrimination on account of race.
- SS.7.C.3.Su.g: Recognize that amendments to the United States Constitution promoted the full participation of minority groups in American democracy, such as the right to vote and nondiscrimination on account of race.
- SS.7.C.3.Pa.g: Recognize that American citizens have the right to vote.

SS.7.C.3.8: Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.

Access Points:

- SS.7.C.3.In.h: Identify the major function of the three branches of the United States government established by the Constitution.
- SS.7.C.3.Su.h: Recognize the major function of the three branches of the United States government.

- SS.7.C.3.Pa.h: Recognize that the United States government has three parts.

SS.7.C.3.9: Illustrate the law making process at the local, state, and federal levels.

Access Points:

- SS.7.C.3.In.i: Identify how government makes a law.
- SS.7.C.3.Su.i: Recognize how government makes a law.
- SS.7.C.3.Pa.i: Recognize that the government makes laws.

SS.7.C.3.10: Identify sources and types (civil, criminal, constitutional, military) of law.

Access Points:

- SS.7.C.3.In.j: Identify how government makes a law.
- SS.7.C.3.Su.j: Recognize how government makes a law.
- SS.7.C.3.Pa.j: Recognize that the government makes laws.

SS.7.C.3.11: Diagram the levels, functions, and powers of courts at the state and federal levels.

Access Points:

- SS.7.C.3.In.k: Identify court systems, such as criminal and civil courts at different levels of government.
- SS.7.C.3.Su.k: Recognize different court systems, such as criminal and civil courts.
- SS.7.C.3.Pa.k: Recognize that courts settle conflicts.

SS.7.C.3.12: Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, *Marbury v. Madison*, *Plessy v. Ferguson*, *Brown v. Board of Education*, *Gideon v. Wainwright*, *Miranda v. Arizona*, *In re Gault*, *Tinker v. Des Moines*, *Hazelwood v. Kuhlmeier*, *United States v. Nixon*, and *Bush v. Gore*.

Access Points:

- SS.7.C.3.In.l: Identify the importance of landmark Supreme Court cases, such as *Brown v. Board of Education* and *Miranda v. Arizona*.
- SS.7.C.3.Su.l: Recognize the importance of landmark Supreme Court cases, such as *Brown v. Board of Education*.
- SS.7.C.3.Pa.l: Recognize that the Supreme Court recognizes that all citizens are equal.

SS.7.C.3.13: Compare the constitutions of the United States and Florida.

Access Points:

- SS.7.C.3.In.m: Describe the Constitution of the State of Florida.
- SS.7.C.3.Su.m: Identify the Constitution of the State of Florida.
- SS.7.C.3.Pa.m: Recognize that the State of Florida has laws.

SS.7.C.3.14: Differentiate between local, state, and federal governments' obligations and services.

Access Points:

- SS.7.C.3.In.n: Identify obligations and services of local, state, and federal governments.
- SS.7.C.3.Su.n: Recognize major obligations and services of local, state, and federal governments.
- SS.7.C.3.Pa.n: Recognize that local, state, and federal governments provide services.

SS.7.C.4.1: Differentiate concepts related to United States domestic and foreign policy.

Access Points:

- SS.7.C.4.In.a: Identify that the United States government creates domestic policy to guide decisions at home and foreign policy to guide decisions in foreign countries.
- SS.7.C.4.Su.a: Recognize that the United States government solves problems at home (domestic policies) and in other countries (foreign policies).
- SS.7.C.4.Pa.a: Recognize that the government solves problems.

SS.7.C.4.2: Recognize government and citizen participation in international organizations.

Access Points:

- SS.7.C.4.In.b: Identify ways the United States works with other nations through international organizations, such as the United Nations, Peace Corps, and World Health Organization.
- SS.7.C.4.Su.b: Recognize that the United States assists other nations, such as providing aid through the United Nations and Peace Corps.
- SS.7.C.4.Pa.b: Recognize that the United States helps other countries.

SS.7.C.4.3: Describe examples of how the United States has dealt with international conflicts.

Access Points:

- SS.7.C.4.In.c: Identify how the United States has been involved in an international conflict.
- SS.7.C.4.Su.c: Recognize that the United States has been involved in an international conflict.
- SS.7.C.4.Pa.c: Recognize an international conflict.

SS.7.E.1.1: Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.

Access Points:

- SS.7.E.1.In.a: Identify major characteristics of market (buyers/sellers) and mixed (buyers/sellers and government-controlled) economies.
- SS.7.E.1.Su.a: Recognize characteristics of a market (buyers/sellers) economy.
- SS.7.E.1.Pa.a: Recognize people use money to purchase goods and services.

SS.7.E.1.2: Discuss the importance of borrowing and lending in the United States, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit.

Access Points:

- SS.7.E.1.In.b: Identify differences in borrowing and lending money, including the use of credit.
- SS.7.E.1.Su.b: Recognize differences in borrowing and lending money.
- SS.7.E.1.Pa.b: Recognize the difference between a loan and a gift.

SS.7.E.1.3: Review the concepts of supply and demand, choice, scarcity, and opportunity cost as they relate to the development of the mixed market economy in the United States.

Access Points:

- SS.7.E.1.In.c: Identify common examples of the concepts of supply and demand, choice, scarcity, and opportunity cost.
- SS.7.E.1.Su.c: Recognize common examples of the concepts of supply and demand, choice, and scarcity.
- SS.7.E.1.Pa.c: Recognize an example of choice and scarcity.

SS.7.E.1.4: Discuss the function of financial institutions in the development of a market economy.

Access Points:

- SS.7.E.1.In.d: Identify different kinds of accounts and services provided by banks or other financial institutions.
- SS.7.E.1.Su.d: Recognize common accounts provided by banks or other financial institutions.
- SS.7.E.1.Pa.d: Recognize that a bank is a place to save money.

SS.7.E.1.5: Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.

Access Points:

- SS.7.E.1.In.e: Identify that profit and incentives motivate people and businesses to work harder.
- SS.7.E.1.Su.e: Recognize that incentives motivate people to work.
- SS.7.E.1.Pa.e: Recognize an incentive for completing work.

SS.7.E.1.6: Compare the national budget process to the personal budget process.

Access Points:

- SS.7.E.1.In.f: Identify an individual budget and how personal needs are used to develop it.
- SS.7.E.1.Su.f: Recognize the parts of a budget and how personal needs are used to develop it.
- SS.7.E.1.Pa.f: Recognize a plan (budget) to use resources, such as time, money, or materials.

SS.7.E.2.1: Explain how federal, state, and local taxes support the economy as a function of the United States government.

Access Points:

- SS.7.E.2.In.a: Identify how federal and local taxes are used by the government.
- SS.7.E.2.Su.a: Recognize how taxes are used by the government.
- SS.7.E.2.Pa.a: Recognize that taxes pay for services.

SS.7.E.2.2: Describe the banking system in the United States and its impact on the money supply.

Access Points:

- SS.7.E.2.In.b: Identify that the banking system in the United States controls the money supply and interest rates.
- SS.7.E.2.Su.b: Recognize that the banking system in the United States controls money.
- SS.7.E.2.Pa.b: Associate banks with money.

SS.7.E.2.3: Identify and describe United States laws and regulations adopted to promote economic competition.

Access Points:

- SS.7.E.2.In.c: Identify that there are laws that affect the economy, such as anti-monopoly or patent laws.
- SS.7.E.2.Su.c: Recognize that there are laws that affect the economy, such as patent laws.
- SS.7.E.2.Pa.c: Recognize that businesses must follow rules.

SS.7.E.2.4: Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.

Access Points:

- SS.7.E.2.In.d: Identify people from diverse backgrounds who have created successful businesses.
- SS.7.E.2.Su.d: Recognize people from diverse backgrounds who have created successful businesses.
- SS.7.E.2.Pa.d: Recognize that people create businesses.

SS.7.E.2.5: Explain how economic institutions impact the national economy.

Access Points:

- SS.7.E.2.In.e: Identify an impact that financial institutions have on the national economy, such as the stock market, banks, and credit unions.
- SS.7.E.2.Su.e: Recognize that financial institutions impact the national economy, such as banks and credit unions.
- SS.7.E.2.Pa.e: Associate banks with money.

SS.7.E.3.1: Explain how international trade requires a system for exchanging currency between

and among nations.

Access Points:

- SS.7.E.3.In.a: Recognize that currencies from different countries can be exchanged for trade.
- SS.7.E.3.Su.a: Recognize that countries use different types of currency for trade.
- SS.7.E.3.Pa.a: Recognize coins or bills from the United States.

SS.7.E.3.2: Assess how the changing value of currency affects trade of goods and services between nations.

Access Points:

- SS.7.E.3.In.b: Recognize that currencies from different countries can be exchanged for trade.
- SS.7.E.3.Su.b: Recognize that countries use different types of currency for trade.
- SS.7.E.3.Pa.b: Recognize coins or bills from the United States.

SS.7.E.3.3: Compare and contrast a single resource economy with a diversified economy.

Access Points:

- SS.7.E.3.In.c: Identify differences between a single resource economy and a diversified economy.
- SS.7.E.3.Su.c: Recognize a difference between a single resource economy and a diversified economy.
- SS.7.E.3.Pa.c: Recognize a product of an economy.

SS.7.E.3.4: Compare and contrast the standard of living in various countries today to that of the United States using gross domestic product (GDP) per capita as an indicator.

Access Points:

- SS.7.E.3.In.d: Identify characteristics of the standard of living in the United States and other countries.
- SS.7.E.3.Su.d: Recognize characteristics of the standard of living in the United States.
- SS.7.E.3.Pa.d: Recognize that some people have more than others.

SS.7.G.1.1: Locate the fifty states and their capital cities in addition to the nation's capital on a map.

Access Points:

- SS.7.G.1.In.a: Locate selected states, capitals, and the nation's capital on a map.
- SS.7.G.1.Su.a: Locate selected states and their capitals on a map.
- SS.7.G.1.Pa.a: Locate the United States on a map.

SS.7.G.1.2: Locate on a world map the territories and protectorates of the United States of America.

Access Points:

- SS.7.G.1.In.b: Locate on a world map selected United States territories, such as Guam, U.S. Virgin Islands, and Puerto Rico.
- SS.7.G.1.Su.b: Locate on a world map a United States territory, such as Guam, U.S. Virgin Islands, or Puerto Rico.
- SS.7.G.1.Pa.b: Locate the United States on a map.

SS.7.G.1.3: Interpret maps to identify geopolitical divisions and boundaries of places in North America.

Access Points:

- SS.7.G.1.In.c: Identify the divisions and boundaries of places in North America, including the United States, Canada, Mexico, and Central America.
- SS.7.G.1.Su.c: Identify the boundaries of United States, Canada, and Mexico on a map.
- SS.7.G.1.Pa.c: Locate the United States on a map.

SS.7.G.2.1: Locate major cultural landmarks that are emblematic of the United States.

Access Points:

- SS.7.G.2.In.a: Recognize major cultural landmarks that are emblematic of the United States, such as the Statue of Liberty, White House, and Mount Rushmore.
- SS.7.G.2.Su.a: Recognize a major cultural landmark that is emblematic of the United States, such as the Statue of Liberty or the White House.
- SS.7.G.2.Pa.a: Associate a major cultural landmark with the United States, such as the Statue of Liberty.

SS.7.G.2.2: Locate major physical landmarks that are emblematic of the United States.

Access Points:

- SS.7.G.2.In.b: Locate selected major physical landmarks that are emblematic of the United States, such as the Grand Canyon, Everglades, Great Salt Lake, and Great Plains.
- SS.7.G.2.Su.b: Locate a major physical landmark that is emblematic of the United States, such as the Grand Canyon, Everglades, Great Salt Lake, or Great Plains.
- SS.7.G.2.Pa.b: Associate a major physical landmark with the United States, such as the Grand Canyon.

SS.7.G.2.3: Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.

Access Points:

- SS.7.G.2.In.c: Identify how major physical characteristics, climate, and location have influenced settlement and the economy in the United States.
- SS.7.G.2.Su.c: Recognize major physical characteristics, climate, and location that have influenced settlement and the economy in the United States.

- SS.7.G.2.Pa.c: Recognize how a physical characteristic of a location affects people.

SS.7.G.2.4: Describe current major cultural regions of North America.

Access Points:

- SS.7.G.2.In.d: Recognize major cultural regions of the United States, such as the South, West Coast, and Midwest.
- SS.7.G.2.Su.d: Recognize a major cultural region of the United States, such as the South.
- SS.7.G.2.Pa.d: Recognize a characteristic of culture in North America.

SS.7.G.3.1: Use maps to describe the location, abundance, and variety of natural resources in North America.

Access Points:

- SS.7.G.3.In.a: Use maps to identify natural resources in North America.
- SS.7.G.3.Su.a: Use maps to recognize natural resources in North America.
- SS.7.G.3.Pa.a: Use a pictorial map to recognize a natural resource.

SS.7.G.4.1: Use geographic terms and tools to explain cultural diffusion throughout North America.

Access Points:

- SS.7.G.4.In.a: Use geographic terms and tools to identify different cultures in North America.
- SS.7.G.4.Su.a: Use geographic tools to recognize a different culture in North America.
- SS.7.G.4.Pa.a: Use a geographic tool to recognize a characteristic of culture in North America.

SS.7.G.4.2: Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.

Access Points:

- SS.7.G.4.In.b: Use maps and other geographic tools to identify different population groups of the United States.
- SS.7.G.4.Su.b: Use maps and other geographic tools to recognize a population group of the United States.
- SS.7.G.4.Pa.b: Use a geographic tool to recognize a characteristic of culture in North America.

SS.7.G.5.1: Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community.

Access Points:

- SS.7.G.5.In.a: Use a map to display information about issues of conservation or ecology in the local community.
- SS.7.G.5.Su.a: Use a map to display information about an issue of conservation or

ecology in the local community.

- SS.7.G.5.Pa.a: Use a map to display information about the local environment.

SS.7.G.6.1: Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.

Access Points:

- SS.7.G.6.In.a: Use a form of technology to locate and view maps with current information about the United States, such as population density.
- SS.7.G.6.Su.a: Use a form of technology to view maps with current information about a region of the United States, such as population maps.
- SS.7.G.6.Pa.a: Use technology to view information about the United States.

<p><u>SS.7.C.1.1 :</u></p>	<p>Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the origins and purposes of government, law, and the American political system.</p> <p>Access Points:</p> <ul style="list-style-type: none">• SS.7.C.1.In.a: Recognize that ideas of separation of powers and natural rights influenced the authors of the United States Constitution.• SS.7.C.1.Su.a: Recognize the United States Constitution was based on ideas from the past.• SS.7.C.1.Pa.a: Recognize that ideas of people influence others.
<p><u>SS.7.C.1.2 :</u></p>	<p>Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the origins and purposes of government, law, and the American political system.</p> <p>Access Points:</p> <ul style="list-style-type: none">• SS.7.C.1.In.b: Recognize influences on the colonists' view of government, such as the Magna Carta, the Mayflower Compact, and Thomas Paine's "Common Sense."• SS.7.C.1.Su.b: Recognize an influence on the colonists' view of government, such as the Mayflower Compact.

	<ul style="list-style-type: none"> • SS.7.C.1.Pa.b: Recognize that ideas of people influence others.
<p>SS.7.C.1.3 :</p>	<p>Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the origins and purposes of government, law, and the American political system.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.C.1.In.c: Identify concerns of the American colonists that led to the writing of the Declaration of Independence, such as taxation and laws of England. • SS.7.C.1.Su.c: Recognize that American colonists were unhappy with the way England was treating them and this led to the writing of the Declaration of Independence. • SS.7.C.1.Pa.c: Recognize people in the American colonies were unhappy with the way England was treating them.
<p>SS.7.C.1.4 :</p>	<p>Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the origins and purposes of government, law, and the American political system.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.C.1.In.d: Identify complaints described in the Declaration of Independence, such as stationing soldiers in people’s homes, taxes, and cutting off trade with other countries. • SS.7.C.1.Su.d: Recognize a complaint described in the Declaration of Independence, such as stationing soldiers in people’s homes, taxes, or cutting off trade with other countries. • SS.7.C.1.Pa.d: Recognize people in the American colonies were unhappy with the way England was treating them.
<p>SS.7.C.1.5 :</p>	<p>Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the origins and purposes of</p>

	<p>government, law, and the American political system.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.C.1.In.e: Identify a weakness of the Articles of Confederation that led to the writing of the Constitution, such as no president, a weak central government, and each state had its own money system. • SS.7.C.1.Su.e: Recognize that the Articles of Confederation had weaknesses and the Constitution replaced it. • SS.7.C.1.Pa.e: Recognize that government can be changed.
<p>SS.7.C.1.6 :</p>	<p>Interpret the intentions of the Preamble of the Constitution. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the origins and purposes of government, law, and the American political system.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.C.1.In.f: Identify the reasons for establishing a government listed in the Preamble of the United States Constitution. • SS.7.C.1.Su.f: Recognize that the Preamble of the United States Constitution states the reasons the government was created. • SS.7.C.1.Pa.f: Recognize a reason for government.
<p>SS.7.C.1.7 :</p>	<p>Describe how the Constitution limits the powers of government through separation of powers and checks and balances. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the origins and purposes of government, law, and the American political system.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.C.1.In.g: Identify examples of separation of powers in the Constitution, such as the three branches of government. • SS.7.C.1.Su.g: Recognize the powers of the branches of government of the United States. • SS.7.C.1.Pa.g: Recognize that the government has different parts.
<p>SS.7.C.1.8 :</p>	<p>Explain the viewpoints of the Federalists and the Anti-Federalists</p>

	<p>regarding the ratification of the Constitution and inclusion of a bill of rights.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Demonstrate an understanding of the origins and purposes of government, law, and the American political system.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.C.1.In.h: Identify an argument for and against the inclusion of a bill of rights in the Constitution. • SS.7.C.1.Su.h: Recognize a reason for inclusion of a bill of rights in the Constitution, such as the Bill of Rights is for all states. • SS.7.C.1.Pa.h: Recognize that both individuals and groups have rights.
<p>SS.7.C.1.9 :</p>	<p>Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Demonstrate an understanding of the origins and purposes of government, law, and the American political system.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.C.1.In.i: Identify how the rule of law is used in American government, such as people must follow the laws of the government. • SS.7.C.1.Su.i: Recognize that people must follow the laws of American government. • SS.7.C.1.Pa.i: Recognize that people must follow laws of government.
<p>SS.7.C.2.1 :</p>	<p>Define the term "citizen," and identify legal means of becoming a United States citizen.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.C.2.In.a: Identify that a citizen is a legal resident of a country and recognize that people become citizens by birth or

	<p>naturalization.</p> <ul style="list-style-type: none"> • SS.7.C.2.Su.a: Recognize that a citizen is a legal resident of a country. • SS.7.C.2.Pa.a: Recognize a person who is an American citizen.
<p>SS.7.C.2.10 :</p>	<p>Examine the impact of media, individuals, and interest groups on monitoring and influencing government. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.C.2.In.j: Identify how the media and people influence government. • SS.7.C.2.Su.j: Recognize that the media and people can influence government. • SS.7.C.2.Pa.j: Recognize that the media influences people.
<p>SS.7.C.2.11 :</p>	<p>Analyze media and political communications (bias, symbolism, propaganda). Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.C.2.In.k: Identify how the media and people influence government. • SS.7.C.2.Su.k: Recognize that the media and people can influence government. • SS.7.C.2.Pa.k: Recognize that the media influences people.
<p>SS.7.C.2.12 :</p>	<p>Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.C.2.In.l: Recognize a problem in the local community and the appropriate governmental agency to respond to that problem. • SS.7.C.2.Su.l: Recognize a problem in the local community and an authority to respond to that problem. • SS.7.C.2.Pa.l: Recognize an authority to respond to a problem.
<p>SS.7.C.2.13 :</p>	<p>Examine multiple perspectives on public and current issues. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.C.2.In.m: Identify different perspectives on current issues. • SS.7.C.2.Su.m: Recognize different perspectives on current issues. • SS.7.C.2.Pa.m: Recognize a point of view on current issues.
<p>SS.7.C.2.14 :</p>	<p>Conduct a service project to further the public good. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.C.2.In.n: Engage in a service project to further the public good, such as at school, community, or state levels. • SS.7.C.2.Su.n: Assist with a service project to further the public good, such as at school, community, or state levels. • SS.7.C.2.Pa.n: Participate in a service project to further the public good, such as at school, community, or state levels. <p>Remarks/Examples</p> <p>The project can be at the school, community, state, national, or international level.</p>

<p><u>SS.7.C.2.2 :</u></p>	<p>Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: <u>Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.7.C.2.In.b</u>: Identify obligations of citizens, such as obeying laws, paying taxes, and serving on juries. • <u>SS.7.C.2.Su.b</u>: Recognize obligations of citizens, such as obeying laws, paying taxes, and serving on juries. • <u>SS.7.C.2.Pa.b</u>: Recognize an obligation of citizens, such as obeying laws.
<p><u>SS.7.C.3.6 :</u></p>	<p>Evaluate Constitutional rights and their impact on individuals and society. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: <u>Demonstrate an understanding of the principles, functions, and organization of government.</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.7.C.3.In.f</u>: Identify the rights of individuals provided by the Constitution and Bill of Rights. • <u>SS.7.C.3.Su.f</u>: Recognize the rights of individuals provided by the Constitution and Bill of Rights. • <u>SS.7.C.3.Pa.f</u>: Recognize individual rights provided by the government.
<p><u>SS.7.C.2.3 :</u></p>	<p>Experience the responsibilities of citizens at the local, state, or federal levels. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: <u>Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.7.C.2.In.c</u>: Describe the responsibilities of a good citizen, such as registering and voting and keeping informed about current issues. • <u>SS.7.C.2.Su.c</u>: Identify the responsibilities of a good citizen,

	<p>such as voting and keeping informed about current issues.</p> <ul style="list-style-type: none"> • SS.7.C.2.Pa.c: Recognize a responsibility of a good citizen, such as voting. <p>Remarks/Examples</p> <p>Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</p>
<p>SS.7.C.2.4 :</p>	<p>Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.C.2.In.d: Identify the rights of individuals in the Bill of Rights and other amendments to the Constitution. • SS.7.C.2.Su.d: Recognize the rights of individuals in the Bill of Rights. • SS.7.C.2.Pa.d: Recognize a right of citizens guaranteed by law.
<p>SS.7.C.2.5 :</p>	<p>Distinguish how the Constitution safeguards and limits individual rights.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.C.2.In.e: Identify the rights of individuals in the Bill of Rights and other amendments to the Constitution. • SS.7.C.2.Su.e: Recognize the rights of individuals in the Bill of Rights. • SS.7.C.2.Pa.e: Recognize a right of citizens guaranteed by law.
<p>SS.7.C.2.6 :</p>	<p>Simulate the trial process and the role of juries in the administration of justice.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p>

	<p>Belongs to: Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.C.2.In.f: Identify the purpose of a jury in a trial. • SS.7.C.2.Su.f: Recognize the purpose of the jury in a trial. • SS.7.C.2.Pa.f: Recognize a right of citizens guaranteed by law.
<p>SS.7.C.2.7 :</p>	<p>Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.C.2.In.g: Describe the voting process for selecting leaders in the school or community. • SS.7.C.2.Su.g: Identify how to vote for a leader in the school or community. • SS.7.C.2.Pa.g: Recognize that people can vote to select a leader in the school or community.
<p>SS.7.C.2.8 :</p>	<p>Identify America's current political parties, and illustrate their ideas about government.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.C.2.In.h: Identify the current political parties in America. • SS.7.C.2.Su.h: Recognize the current political parties in America. • SS.7.C.2.Pa.h: Recognize that there are political parties in America.
<p>SS.7.C.2.9 :</p>	<p>Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and</p>

	<p>political ads. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.C.2.In.i: Identify the qualifications of candidates for a political office. • SS.7.C.2.Su.i: Recognize that candidates run for a political office. • SS.7.C.2.Pa.i: Recognize a political office.
<p>SS.7.C.3.1 :</p>	<p>Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy). Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the principles, functions, and organization of government.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.C.3.In.a: Identify characteristics of different forms of government, such as democracy, monarchy, and communism. • SS.7.C.3.Su.a: Recognize different forms of government, such as democracy and communism. • SS.7.C.3.Pa.a: Recognize that in a democracy, people vote to elect government leaders.
<p>SS.7.C.3.10 :</p>	<p>Identify sources and types (civil, criminal, constitutional, military) of law. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the principles, functions, and organization of government.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.C.3.In.j: Identify how government makes a law. • SS.7.C.3.Su.j: Recognize how government makes a law. • SS.7.C.3.Pa.j: Recognize that the government makes laws.
<p>SS.7.C.3.11 :</p>	<p>Diagram the levels, functions, and powers of courts at the state and</p>

	<p>federal levels. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the principles, functions, and organization of government.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.C.3.In.k: Identify court systems, such as criminal and civil courts at different levels of government. • SS.7.C.3.Su.k: Recognize different court systems, such as criminal and civil courts. • SS.7.C.3.Pa.k: Recognize that courts settle conflicts.
<p>SS.7.C.3.12 :</p>	<p>Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, in re Gault, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, and Bush v. Gore. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the principles, functions, and organization of government.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.C.3.In.l: Identify the importance of landmark Supreme Court cases, such as Brown v. Board of Education and Miranda v. Arizona. • SS.7.C.3.Su.l: Recognize the importance of landmark Supreme Court cases, such as Brown v. Board of Education. • SS.7.C.3.Pa.l: Recognize that the Supreme Court recognizes that all citizens are equal.
<p>SS.7.C.3.13 :</p>	<p>Compare the constitutions of the United States and Florida. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the principles, functions, and organization of government.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.C.3.In.m: Describe the Constitution of the State of Florida. • SS.7.C.3.Su.m: Identify the Constitution of the State of Florida.

	<ul style="list-style-type: none"> • SS.7.C.3.Pa.m: Recognize that the State of Florida has laws.
<p>SS.7.C.3.14 :</p>	<p>Differentiate between local, state, and federal governments' obligations and services. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the principles, functions, and organization of government.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.C.3.In.n: Identify obligations and services of local, state, and federal governments. • SS.7.C.3.Su.n: Recognize major obligations and services of local, state, and federal governments. • SS.7.C.3.Pa.n: Recognize that local, state, and federal governments provide services.
<p>SS.7.C.3.2 :</p>	<p>Compare parliamentary, federal, confederal, and unitary systems of government. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the principles, functions, and organization of government.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.C.3.In.b: Identify characteristics of different forms of government, such as democracy, monarchy, and communism. • SS.7.C.3.Su.b: Recognize different forms of government, such as democracy and communism. • SS.7.C.3.Pa.b: Recognize that in a democracy, people vote to elect government leaders.
<p>SS.7.C.3.3 :</p>	<p>Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the principles, functions, and organization of government.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.C.3.In.c: Identify the major function of the three branches of the United States government established by the

	<p>Constitution.</p> <ul style="list-style-type: none"> • SS.7.C.3.Su.c: Recognize the major function of the three branches of the United States government. • SS.7.C.3.Pa.c: Recognize that the United States government has three parts.
<p>SS.7.C.3.4 :</p>	<p>Identify the relationship and division of powers between the federal government and state governments. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the principles, functions, and organization of government.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.C.3.In.d: Identify the relationship of power between the federal and state governments. • SS.7.C.3.Su.d: Recognize the relationship of power between the federal and state governments. • SS.7.C.3.Pa.d: Recognize that governments have different powers.
<p>SS.7.C.3.5 :</p>	<p>Explain the Constitutional amendment process. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the principles, functions, and organization of government.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.C.3.In.e: Identify steps to amending the Constitution. • SS.7.C.3.Su.e: Identify that the Constitution can be changed by amendments. • SS.7.C.3.Pa.e: Recognize that the government can change laws.
<p>SS.7.C.3.7 :</p>	<p>Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the principles, functions, and organization of government.</p> <p>Access Points:</p>

	<ul style="list-style-type: none"> • SS.7.C.3.In.g: Identify ways amendments to the United States Constitution have promoted the full participation of minority groups in American democracy, such as the abolition of slavery, the right to vote, and nondiscrimination on account of race. • SS.7.C.3.Su.g: Recognize that amendments to the United States Constitution promoted the full participation of minority groups in American democracy, such as the right to vote and nondiscrimination on account of race. • SS.7.C.3.Pa.g: Recognize that American citizens have the right to vote.
<p>SS.7.C.3.8 :</p>	<p>Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Demonstrate an understanding of the principles, functions, and organization of government.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.C.3.In.h: Identify the major function of the three branches of the United States government established by the Constitution. • SS.7.C.3.Su.h: Recognize the major function of the three branches of the United States government. • SS.7.C.3.Pa.h: Recognize that the United States government has three parts.
<p>SS.7.C.3.9 :</p>	<p>Illustrate the law making process at the local, state, and federal levels.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Demonstrate an understanding of the principles, functions, and organization of government.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.C.3.In.i: Identify how government makes a law. • SS.7.C.3.Su.i: Recognize how government makes a law. • SS.7.C.3.Pa.i: Recognize that the government makes laws.
<p>SS.7.C.4.1 :</p>	<p>Differentiate concepts related to United States domestic and foreign policy.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p>

	<p>Belongs to: Demonstrate an understanding of contemporary issues in world affairs, and evaluate the role and impact of United States foreign policy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.C.4.In.a: Identify that the United States government creates domestic policy to guide decisions at home and foreign policy to guide decisions in foreign countries. • SS.7.C.4.Su.a: Recognize that the United States government solves problems at home (domestic policies) and in other countries (foreign policies). • SS.7.C.4.Pa.a: Recognize that the government solves problems.
<p>SS.7.C.4.2 :</p>	<p>Recognize government and citizen participation in international organizations.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Demonstrate an understanding of contemporary issues in world affairs, and evaluate the role and impact of United States foreign policy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.C.4.In.b: Identify ways the United States works with other nations through international organizations, such as the United Nations, Peace Corps, and World Health Organization. • SS.7.C.4.Su.b: Recognize that the United States assists other nations, such as providing aid through the United Nations and Peace Corps. • SS.7.C.4.Pa.b: Recognize that the United States helps other countries. <p>Remarks/Examples</p> <p>Examples are United Nations, NATO, Peace Corps, World Health Organization, World Trade Organization, International Court of Justice.</p>
<p>SS.7.C.4.3 :</p>	<p>Describe examples of how the United States has dealt with international conflicts.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Demonstrate an understanding of contemporary issues in world affairs, and evaluate the role and impact of United States foreign policy.</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.C.4.In.c: Identify how the United States has been involved in an international conflict. • SS.7.C.4.Su.c: Recognize that the United States has been involved in an international conflict. • SS.7.C.4.Pa.c: Recognize an international conflict.
<p>SS.7.E.1.1 :</p>	<p>Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the development of a market economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.E.1.In.a: Identify major characteristics of market (buyers/sellers) and mixed (buyers/sellers and government-controlled) economies. • SS.7.E.1.Su.a: Recognize characteristics of a market (buyers/sellers) economy. • SS.7.E.1.Pa.a: Recognize people use money to purchase goods and services.
<p>SS.7.E.1.2 :</p>	<p>Discuss the importance of borrowing and lending in the United States, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the development of a market economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.E.1.In.b: Identify differences in borrowing and lending money, including the use of credit. • SS.7.E.1.Su.b: Recognize differences in borrowing and lending money. • SS.7.E.1.Pa.b: Recognize the difference between a loan and a gift.
<p>SS.7.E.1.3 :</p>	<p>Review the concepts of supply and demand, choice, scarcity, and opportunity cost as they relate to the development of the mixed</p>

	<p>market economy in the United States. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the development of a market economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.E.1.In.c: Identify common examples of the concepts of supply and demand, choice, scarcity, and opportunity cost. • SS.7.E.1.Su.c: Recognize common examples of the concepts of supply and demand, choice, and scarcity. • SS.7.E.1.Pa.c: Recognize an example of choice and scarcity.
<p>SS.7.E.1.4 :</p>	<p>Discuss the function of financial institutions in the development of a market economy. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the development of a market economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.E.1.In.d: Identify different kinds of accounts and services provided by banks or other financial institutions. • SS.7.E.1.Su.d: Recognize common accounts provided by banks or other financial institutions. • SS.7.E.1.Pa.d: Recognize that a bank is a place to save money.
<p>SS.7.E.1.5 :</p>	<p>Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the development of a market economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.E.1.In.e: Identify that profit and incentives motivate people and businesses to work harder. • SS.7.E.1.Su.e: Recognize that incentives motivate people to work. • SS.7.E.1.Pa.e: Recognize an incentive for completing work.
<p>SS.7.E.1.6 :</p>	<p>Compare the national budget process to the personal budget process.</p>

	<p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the development of a market economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.E.1.In.f: Identify an individual budget and how personal needs are used to develop it. • SS.7.E.1.Su.f: Recognize the parts of a budget and how personal needs are used to develop it. • SS.7.E.1.Pa.f: Recognize a plan (budget) to use resources, such as time, money, or materials. <p>Remarks/Examples</p> <p>Prepare an individual budget which includes housing, food, leisure, communication, and miscellaneous categories and compare that to federal government budget allocations.</p>
<p>SS.7.E.2.1 :</p>	<p>Explain how federal, state, and local taxes support the economy as a function of the United States government. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.E.2.In.a: Identify how federal and local taxes are used by the government. • SS.7.E.2.Su.a: Recognize how taxes are used by the government. • SS.7.E.2.Pa.a: Recognize that taxes pay for services.
<p>SS.7.E.2.2 :</p>	<p>Describe the banking system in the United States and its impact on the money supply. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.E.2.In.b: Identify that the banking system in the United States controls the money supply and interest rates. • SS.7.E.2.Su.b: Recognize that the banking system in the

	<p>United States controls money.</p> <ul style="list-style-type: none"> • SS.7.E.2.Pa.b: Associate banks with money. <p>Remarks/Examples</p> <hr/> <p>Examples are the Federal Reserve System and privately owned banks.</p>
<p>SS.7.E.2.3 :</p>	<p>Identify and describe United States laws and regulations adopted to promote economic competition. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.E.2.In.c: Identify that there are laws that affect the economy, such as anti-monopoly or patent laws. • SS.7.E.2.Su.c: Recognize that there are laws that affect the economy, such as patent laws. • SS.7.E.2.Pa.c: Recognize that businesses must follow rules.
<p>SS.7.E.2.4 :</p>	<p>Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.E.2.In.d: Identify people from diverse backgrounds who have created successful businesses. • SS.7.E.2.Su.d: Recognize people from diverse backgrounds who have created successful businesses. • SS.7.E.2.Pa.d: Recognize that people create businesses.
<p>SS.7.E.2.5 :</p>	<p>Explain how economic institutions impact the national economy. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.E.2.In.e: Identify an impact that financial institutions

	<p>have on the national economy, such as the stock market, banks, and credit unions.</p> <ul style="list-style-type: none"> • SS.7.E.2.Su.e: Recognize that financial institutions impact the national economy, such as banks and credit unions. • SS.7.E.2.Pa.e: Associate banks with money. <p>Remarks/Examples</p> <p>Examples are the stock market, banks, credit unions.</p>
<p>SS.7.E.3.1 :</p>	<p>Explain how international trade requires a system for exchanging currency between and among nations.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.E.3.In.a: Recognize that currencies from different countries can be exchanged for trade. • SS.7.E.3.Su.a: Recognize that countries use different types of currency for trade. • SS.7.E.3.Pa.a: Recognize coins or bills from the United States.
<p>SS.7.E.3.2 :</p>	<p>Assess how the changing value of currency affects trade of goods and services between nations.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.E.3.In.b: Recognize that currencies from different countries can be exchanged for trade. • SS.7.E.3.Su.b: Recognize that countries use different types of currency for trade. • SS.7.E.3.Pa.b: Recognize coins or bills from the United States.
<p>SS.7.E.3.3 :</p>	<p>Compare and contrast a single resource economy with a diversified economy.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.E.3.In.c: Identify differences between a single resource economy and a diversified economy. • SS.7.E.3.Su.c: Recognize a difference between a single resource economy and a diversified economy. • SS.7.E.3.Pa.c: Recognize a product of an economy.
<p>SS.7.E.3.4 :</p>	<p>Compare and contrast the standard of living in various countries today to that of the United States using gross domestic product (GDP) per capita as an indicator. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.E.3.In.d: Identify characteristics of the standard of living in the United States and other countries. • SS.7.E.3.Su.d: Recognize characteristics of the standard of living in the United States. • SS.7.E.3.Pa.d: Recognize that some people have more than others.
<p>SS.7.G.1.1 :</p>	<p>Locate the fifty states and their capital cities in addition to the nation's capital on a map. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand how to use maps and other geographic representations, tools, and technology to report information.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.G.1.In.a: Locate selected states, capitals, and the nation's capital on a map. • SS.7.G.1.Su.a: Locate selected states and their capitals on a map. • SS.7.G.1.Pa.a: Locate the United States on a map.
<p>SS.7.G.1.2 :</p>	<p>Locate on a world map the territories and protectorates of the United States of America. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand how to use maps and other geographic representations.</p>

	<p>tools, and technology to report information.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.G.1.In.b: Locate on a world map selected United States territories, such as Guam, U.S. Virgin Islands, and Puerto Rico. • SS.7.G.1.Su.b: Locate on a world map a United States territory, such as Guam, U.S. Virgin Islands, or Puerto Rico. • SS.7.G.1.Pa.b: Locate the United States on a map. <p>Remarks/Examples</p> <p>Examples are American Samoa, Guam, Puerto Rico, U.S. Virgin Islands.</p>
<p>SS.7.G.1.3 :</p>	<p>Interpret maps to identify geopolitical divisions and boundaries of places in North America.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Understand how to use maps and other geographic representations, tools, and technology to report information.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.G.1.In.c: Identify the divisions and boundaries of places in North America, including the United States, Canada, Mexico, and Central America. • SS.7.G.1.Su.c: Identify the boundaries of United States, Canada, and Mexico on a map. • SS.7.G.1.Pa.c: Locate the United States on a map.
<p>SS.7.G.2.1 :</p>	<p>Locate major cultural landmarks that are emblematic of the United States.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Understand physical and cultural characteristics of places.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.G.2.In.a: Recognize major cultural landmarks that are emblematic of the United States, such as the Statue of Liberty, White House, and Mount Rushmore. • SS.7.G.2.Su.a: Recognize a major cultural landmark that is emblematic of the United States, such as the Statue of Liberty or the White House. • SS.7.G.2.Pa.a: Associate a major cultural landmark with the

	<p>United States, such as the Statue of Liberty.</p> <p>Remarks/Examples</p> <p>Examples are Statue of Liberty, White House, Mount Rushmore, Capitol, Empire State Building, Gateway Arch, Independence Hall, Alamo, Hoover Dam.</p>
<p><u>SS.7.G.2.2</u> :</p>	<p>Locate major physical landmarks that are emblematic of the United States.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand physical and cultural characteristics of places.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.G.2.In.b: Locate selected major physical landmarks that are emblematic of the United States, such as the Grand Canyon, Everglades, Great Salt Lake, and Great Plains. • SS.7.G.2.Su.b: Locate a major physical landmark that is emblematic of the United States, such as the Grand Canyon, Everglades, Great Salt Lake, or Great Plains. • SS.7.G.2.Pa.b: Associate a major physical landmark with the United States, such as the Grand Canyon. <p>Remarks/Examples</p> <p>Examples are Grand Canyon, Mt. Denali, Everglades, Great Salt Lake, Mississippi River, Great Plains.</p>
<p><u>SS.7.G.2.3</u> :</p>	<p>Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand physical and cultural characteristics of places.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.G.2.In.c: Identify how major physical characteristics, climate, and location have influenced settlement and the economy in the United States. • SS.7.G.2.Su.c: Recognize major physical characteristics, climate, and location that have influenced settlement and the economy in the United States.

	<ul style="list-style-type: none"> • SS.7.G.2.Pa.c: Recognize how a physical characteristic of a location affects people.
<p>SS.7.G.2.4 :</p>	<p>Describe current major cultural regions of North America. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand physical and cultural characteristics of places.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.G.2.In.d: Recognize major cultural regions of the United States, such as the South, West Coast, and Midwest. • SS.7.G.2.Su.d: Recognize a major cultural region of the United States, such as the South. • SS.7.G.2.Pa.d: Recognize a characteristic of culture in North America. <p>Remarks/Examples</p> <hr/> <p>Examples are the South, Rust-belt, Silicon Valley.</p>
<p>SS.7.G.3.1 :</p>	<p>Use maps to describe the location, abundance, and variety of natural resources in North America. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the relationships between the Earth's ecosystems and the populations that dwell within them.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.G.3.In.a: Use maps to identify natural resources in North America. • SS.7.G.3.Su.a: Use maps to recognize natural resources in North America. • SS.7.G.3.Pa.a: Use a pictorial map to recognize a natural resource.
<p>SS.7.G.4.1 :</p>	<p>Use geographic terms and tools to explain cultural diffusion throughout North America. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the characteristics, distribution, and migration of human populations.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.G.4.In.a: Use geographic terms and tools to identify

	<p>different cultures in North America.</p> <ul style="list-style-type: none"> • SS.7.G.4.Su.a: Use geographic tools to recognize a different culture in North America. • SS.7.G.4.Pa.a: Use a geographic tool to recognize a characteristic of culture in North America.
<p>SS.7.G.4.2 :</p>	<p>Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the characteristics, distribution, and migration of human populations.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.G.4.In.b: Use maps and other geographic tools to identify different population groups of the United States. • SS.7.G.4.Su.b: Use maps and other geographic tools to recognize a population group of the United States. • SS.7.G.4.Pa.b: Use a geographic tool to recognize a characteristic of culture in North America.
<p>SS.7.G.5.1 :</p>	<p>Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand how human actions can impact the environment.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.G.5.In.a: Use a map to display information about issues of conservation or ecology in the local community. • SS.7.G.5.Su.a: Use a map to display information about an issue of conservation or ecology in the local community. • SS.7.G.5.Pa.a: Use a map to display information about the local environment. <p>Remarks/Examples</p> <p>Examples are tri-county mangrove decimation, beach erosion.</p>
<p>SS.7.G.6.1 :</p>	<p>Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.</p>

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Understand how to apply geography to interpret the past and present and plan for the future.](#)

Access Points:

- [SS.7.G.6.In.a](#): Use a form of technology to locate and view maps with current information about the United States, such as population density.
- [SS.7.G.6.Su.a](#): Use a form of technology to view maps with current information about a region of the United States, such as population maps.
- [SS.7.G.6.Pa.a](#): Use technology to view information about the United States.

Remarks/Examples

Examples are population density, changes in census data, and district reapportionment over time.



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Social Studies is the study of the distinctive characteristics, dynamics, and history of local and global cultures. Examining the interrelationship among resources, customs, values, and beliefs of diverse cultures contributes to our ability to interact with others and develop both civic and social competence. Some students might study the details of cultures and institutions to understand the freedoms they enjoy or to make informed and reasoned decisions for the public good. Others may focus on the characteristics of people, places, and the dynamic nature of relationships to participate more effectively in the world around them.

Developing a sense of how humans interact with their environment and one another allows us to advocate for ourselves, contribute more effectively to our community, and access life's activities.

Access M/J World History - Grade Six

Major Concepts/Content: The sixth grade social studies curriculum consists of the following content area strands: World History, Geography, Civics, and Economics. The content is intended to develop or expand the student's understanding of the:

- Origins and purposes of government, law, and the American political system
- Roles, rights, and responsibilities of United States citizens
- Fundamental concepts of local, national, and international economies
- Maps and other geographic representations, tools, and technology
- Physical and cultural characteristics of places
- Relationships between the Earth's ecosystems and the populations that dwell within them
- Application of geography to interpret the past and present and plan for the future
- Historical inquiry skills and analytical processes
- Emergence of early civilizations
- Events, figures, and contributions of classical civilizations

RELATED ACCESS POINTS: Independent(82) Supported(82) Participatory(82) Core Content Connector(0)

<p><u>SS.6.C.1.1 :</u></p>	<p>Identify democratic concepts developed in ancient Greece that served as a foundation for American constitutional democracy. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the origins and purposes of government, law, and the American political system.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.6.C.1.In.a:</u> Identify foundations of a democratic government developed in ancient Greece, such as civic participation and voting, legislative bodies, and rule of law. • <u>SS.6.C.1.Su.a:</u> Recognize a foundation of a democratic government developed in ancient Greece, such as civic participation or voting. • <u>SS.6.C.1.Pa.a:</u> Recognize that citizens vote for leaders. <p>Remarks/Examples</p> <p>Examples are polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law.</p>
<p><u>SS.6.C.1.2 :</u></p>	<p>Identify how the government of the Roman Republic contributed to the development of democratic principles (separation of powers, rule of law, representative government, civic duty). Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the origins and purposes of government, law, and the American political system.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.6.C.1.In.b:</u> Identify foundations of a democratic government developed in the Roman Republic, such as separation of powers, representative government, and civic duty. • <u>SS.6.C.1.Su.b:</u> Recognize a foundation of a democratic government developed in the Roman Republic, such as representative government or civic duty. • <u>SS.6.C.1.Pa.b:</u> Recognize that citizens must obey the law.
<p><u>SS.6.C.2.1 :</u></p>	<p>Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.</p>

	<p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.6.C.2.In.a: Identify a characteristic of ancient Greek and Roman civilizations that is part of the United States government today, such as citizen participation in government. • SS.6.C.2.Su.a: Recognize a characteristic of ancient civilizations that is part of the United States government today, such as citizen participation in government. • SS.6.C.2.Pa.a: Recognize that citizens participate in government.
<p>SS.6.E.1.1 :</p>	<p>Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the development of a market economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.6.E.1.In.a: Recognize factors that increase the economy, such as new resources, increased productivity, and technology. • SS.6.E.1.Su.a: Recognize a factor that increases the economy, such as new resources, increased productivity, or technology. • SS.6.E.1.Pa.a: Recognize a result of an increase in the production of goods, such as increased productivity.
<p>SS.6.E.1.2 :</p>	<p>Describe and identify traditional and command economies as they appear in different civilizations.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the development of a market economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.6.E.1.In.b: Recognize basic characteristics of trade/barter (traditional) economies.

	<ul style="list-style-type: none"> • SS.6.E.1.Su.b: Recognize a basic characteristic of trade/barter (traditional) economies. • SS.6.E.1.Pa.b: Recognize that people can purchase or trade desired goods or services.
<p>SS.6.E.1.3 :</p>	<p>Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship). Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the development of a market economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.6.E.1.In.c: Identify economic concepts as they relate to early civilization, such as scarcity, supply and demand, and trade. • SS.6.E.1.Su.c: Recognize economic concepts as they relate to early civilization, such as scarcity and trade. • SS.6.E.1.Pa.c: Recognize the meaning of economic terms, such as buy, sell, or exchange (trade).
<p>SS.6.E.2.1 :</p>	<p>Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.6.E.2.In.a: Identify that leaders or family groups make economic decisions for their civilizations. • SS.6.E.2.Su.a: Recognize that leaders or family groups make economic decisions for their civilizations. • SS.6.E.2.Pa.a: Recognize that leaders make decisions about money.
<p>SS.6.E.3.1 :</p>	<p>Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions. Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p>

	<p>Belongs to: Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.6.E.3.In.a: Recognize why people used different types of currency for trade in past civilizations. • SS.6.E.3.Su.a: Recognize that people used different types of currency for trade in past civilizations. • SS.6.E.3.Pa.a: Recognize that people use money for trade.
<p>SS.6.E.3.2 :</p>	<p>Categorize products that were traded among civilizations, and give examples of barriers to trade of those products. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.6.E.3.In.b: Identify products that were traded among civilizations and an example of a barrier to trade. • SS.6.E.3.Su.b: Recognize products that were traded among civilizations. • SS.6.E.3.Pa.b: Recognize an example of a product that was traded.
<p>SS.6.E.3.3 :</p>	<p>Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.6.E.3.In.c: Identify that the barter system (direct trading of goods and services) changed over time and some people became merchants. • SS.6.E.3.Su.c: Recognize the role of the merchant in the exchange of goods and services. • SS.6.E.3.Pa.c: Recognize that some people (merchants) sell goods to others.

<p><u>SS.6.E.3.4 :</u></p>	<p>Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: <u>Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.6.E.3.In.d</u>: Identify that voluntary trade occurs when all participants are free to trade and expect to gain from the trade. • <u>SS.6.E.3.Su.d</u>: Recognize that both buyers and sellers expect to gain when making a trade. • <u>SS.6.E.3.Pa.d</u>: Recognize give and take in a voluntary trade.
<p><u>SS.6.G.1.1 :</u></p>	<p>Use latitude and longitude coordinates to understand the relationship between people and places on the Earth. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: <u>Understand how to use maps and other geographic representations, tools and technology to report information.</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.6.G.1.In.a</u>: Use lines of latitude and longitude to locate places and to identify climate and time zones. • <u>SS.6.G.1.Su.a</u>: Use a coordinate grid on a map to locate places. • <u>SS.6.G.1.Pa.a</u>: Use positional words to identify a relative location.
<p><u>SS.6.G.1.2 :</u></p>	<p>Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: <u>Understand how to use maps and other geographic representations, tools and technology to report information.</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.6.G.1.In.b</u>: Identify the purposes of different types of maps, such as political, physical, or special purpose. • <u>SS.6.G.1.Su.b</u>: Identify differences between maps and globes. • <u>SS.6.G.1.Pa.b</u>: Recognize a purpose of maps and globes.

<p><u>SS.6.G.1.3 :</u></p>	<p>Identify natural wonders of the ancient world. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand how to use maps and other geographic representations, tools and technology to report information.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.6.G.1.In.c:</u> Recognize natural wonders of the ancient world, such as the Seven Natural Wonders of Africa, Himalayas, and Gobi Desert. • <u>SS.6.G.1.Su.c:</u> Recognize a natural wonder of the ancient world, such as the Himalayas or Gobi Desert. • <u>SS.6.G.1.Pa.c:</u> Recognize natural landforms, such as mountains and deserts. <p>Remarks/Examples</p> <hr/> <p>Examples are Seven Natural Wonders of Africa, Himalayas, Gobi Desert.</p>
<p><u>SS.6.G.1.4 :</u></p>	<p>Utilize tools geographers use to study the world. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand how to use maps and other geographic representations, tools and technology to report information.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.6.G.1.In.d:</u> Use tools of geography, such as maps, globes, satellite images, and charts. • <u>SS.6.G.1.Su.d:</u> Use selected tools of geography, such as maps, globes, and charts. • <u>SS.6.G.1.Pa.d:</u> Use a tool of geography, such as a simple map or globe. <p>Remarks/Examples</p> <hr/> <p>Examples are maps, globes, graphs, charts and geo-spatial tools such as GPS (global positioning system), GIS (Geographic Information Systems), satellite imagery, aerial photography, online mapping resources.</p>
<p><u>SS.6.G.1.5 :</u></p>	<p>Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand how to use maps and other geographic representations.</p>

	<p>tools and technology to report information.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.6.G.1.In.e: Use scale and cardinal directions to describe the relative location between two places on a map. • SS.6.G.1.Su.e: Use cardinal directions to describe the relative location of a place on a map. • SS.6.G.1.Pa.e: Use positional words to identify a relative location on a map.
<p>SS.6.G.1.6 :</p>	<p>Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand how to use maps and other geographic representations, tools and technology to report information.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.6.G.1.In.f: Use a map to identify major bodies of water in the world, such as major rivers, seas, and oceans, and recognize ways they have impacted civilization. • SS.6.G.1.Su.f: Use a map to recognize major bodies of water in the world, such as major rivers, seas, and oceans, and recognize a way they have impacted civilization. • SS.6.G.1.Pa.f: Use a map to recognize a body of water. <p>Remarks/Examples</p> <hr/> <p>Examples are major rivers, seas, oceans.</p>
<p>SS.6.G.1.7 :</p>	<p>Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand how to use maps and other geographic representations, tools and technology to report information.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.6.G.1.In.g: Use a map to identify characteristics of ancient civilizations that have shaped the world today, such as Greece and Rome. • SS.6.G.1.Su.g: Use a map to recognize a characteristic of ancient civilizations that have shaped the world today, such

	<p>as Greece and Rome.</p> <ul style="list-style-type: none"> • SS.6.G.1.Pa.g: Use an outline map to recognize a country or civilization. <p>Remarks/Examples</p> <p>Examples are Phoenicia, Carthage, Crete, Egypt, Greece, Rome, Kush.</p>
<p>SS.6.G.2.1 :</p>	<p>Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand physical and cultural characteristics of places.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.6.G.2.In.a: Identify how major physical characteristics, natural resources, climate, and location influenced where people settled in different ancient regions of the world. • SS.6.G.2.Su.a: Recognize major physical characteristics, natural resources, climate, or location of ancient civilizations of the world. • SS.6.G.2.Pa.a: Recognize a way the environment affects people.
<p>SS.6.G.2.2 :</p>	<p>Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand physical and cultural characteristics of places.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.6.G.2.In.b: Differentiate continents, regions, countries, and cities in order to recognize different ways civilizations defined their territory, such as city-states, provinces, kingdoms, and empires. • SS.6.G.2.Su.b: Recognize different ways civilizations defined their territory, such as city-states, provinces, kingdoms, and empires. • SS.6.G.2.Pa.b: Recognize a way the environment affects

	<p>people.</p> <p>Remarks/Examples</p> <p>Examples are city-states, provinces, kingdoms, empires.</p>
<p><u>SS.6.G.2.3</u> :</p>	<p>Analyze the relationship of physical geography to the development of ancient river valley civilizations.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: <u>Understand physical and cultural characteristics of places.</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.6.G.2.In.c</u>: Identify effects of living near rivers, such as the Tigris and Euphrates (Mesopotamia) or Nile River Valley. • <u>SS.6.G.2.Su.c</u>: Recognize effects of living near the water, such as the Nile River Valley. • <u>SS.6.G.2.Pa.c</u>: Recognize a way living near water affects people. <p>Remarks/Examples</p> <p>Examples are Tigris and Euphrates [Mesopotamia], Nile [Egypt], Indus and Ganges [Ancient India], and Huang He [Ancient China].</p>
<p><u>SS.6.G.2.4</u> :</p>	<p>Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: <u>Understand physical and cultural characteristics of places.</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.6.G.2.In.d</u>: Recognize ways the geographical location of ancient civilizations, such as Egypt, Rome, Greece, or China, contributed to the culture and politics. • <u>SS.6.G.2.Su.d</u>: Recognize a way the geographical location of ancient civilizations, such as Egypt, Rome, Greece, or China, contributed to the culture and politics. • <u>SS.6.G.2.Pa.d</u>: Recognize a way the geographical location of a country or civilization affects people. <p>Remarks/Examples</p>

	<p>Examples are Egypt, Rome, Greece, China, Kush.</p>
<p>SS.6.G.2.5 :</p>	<p>Interpret how geographic boundaries invite or limit interaction with other regions and cultures. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand physical and cultural characteristics of places.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.6.G.2.In.e: Identify how selected geographic boundaries invite or limit interaction with other regions and cultures, such as China limits and Greece invites. • SS.6.G.2.Su.e: Recognize how selected geographic boundaries invite or limit interaction with other regions and cultures, such as China limits and Greece invites. • SS.6.G.2.Pa.e: Recognize a way a geographic boundary affects people. <p>Remarks/Examples</p> <p>Examples are China limits and Greece invites.</p>
<p>SS.6.G.2.6 :</p>	<p>Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand physical and cultural characteristics of places.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.6.G.2.In.f: Recognize examples of cultural diffusion in ancient cultures, such as Romans adopting the Greek gods and goddesses and using Greek building techniques. • SS.6.G.2.Su.f: Recognize an example of cultural diffusion in ancient cultures, such as Romans adopting the Greek gods and goddesses or using Greek building techniques. • SS.6.G.2.Pa.f: Recognize that people share culture. <p>Remarks/Examples</p> <p>Examples are Phoenicia on Greece and Greece on Rome.</p>
<p>SS.6.G.2.7 :</p>	<p>Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world. Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p>

	<p>Belongs to: Understand physical and cultural characteristics of places.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.6.G.2.In.g: Identify relative population density on a map. • SS.6.G.2.Su.g: Recognize relative population density on a map. • SS.6.G.2.Pa.g: Recognize a city on a map.
<p>SS.6.G.3.1 :</p>	<p>Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Understand the relationships between the Earth's ecosystems and the populations that dwell within them.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.6.G.3.In.a: Identify physical characteristics of the environment that affected the development of agriculture in the ancient world, such as terracing and seasonal crop rotations. • SS.6.G.3.Su.a: Recognize a physical characteristic of the environment that affected agriculture in the ancient world, such as terracing and seasonal crop rotations. • SS.6.G.3.Pa.a: Recognize a characteristic of the environment necessary for agriculture. <p>Remarks/Examples</p> <p>Examples are terracing, seasonal crop rotations, resource development.</p>
<p>SS.6.G.3.2 :</p>	<p>Analyze the impact of human populations on the ancient world's ecosystems.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Understand the relationships between the Earth's ecosystems and the populations that dwell within them.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.6.G.3.In.b: Identify an impact of human populations on the ancient world's ecosystems, such as deforestation, abuse of resources, or erosion. • SS.6.G.3.Su.b: Recognize an impact of human populations on

	<p>the ancient world’s ecosystems, such as deforestation, abuse of resources, or erosion.</p> <ul style="list-style-type: none"> • SS.6.G.3.Pa.b: Recognize that humans affect the environment. <p>Remarks/Examples</p> <p>Examples are desertification, deforestation, abuse of resources, erosion.</p>
<p>SS.6.G.4.1 :</p>	<p>Explain how family and ethnic relationships influenced ancient cultures.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Understand the characteristics, distribution, and migration of human populations.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.6.G.4.In.a: Recognize ways family or ethnic relationships influenced ancient cultures. • SS.6.G.4.Su.a: Recognize characteristics of families in an ancient culture. • SS.6.G.4.Pa.a: Recognize a characteristic of families.
<p>SS.6.G.4.2 :</p>	<p>Use maps to trace significant migrations, and analyze their results.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Understand the characteristics, distribution, and migration of human populations.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.6.G.4.In.b: Use a map to identify a migration route of humans, such as prehistoric Asians to the Americas. • SS.6.G.4.Su.b: Use a map to recognize human migration, such as prehistoric Asians to the Americas. • SS.6.G.4.Pa.b: Recognize a result of migration. <p>Remarks/Examples</p> <p>Examples are prehistoric Asians to the Americas, Aryans in Asia, Germanic tribes throughout Europe.</p>
<p>SS.6.G.4.3 :</p>	<p>Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns</p>

	<p>to other parts of the world. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the characteristics, distribution, and migration of human populations.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.6.G.4.In.c: Identify a site in Africa or Asia where evidence of early human societies has been found. • SS.6.G.4.Su.c: Recognize an archeological site in Africa where evidence of early human societies has been found. • SS.6.G.4.Pa.c: Recognize a result of migration.
<p>SS.6.G.4.4 :</p>	<p>Map and analyze the impact of the spread of various belief systems in the ancient world. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the characteristics, distribution, and migration of human populations.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.6.G.4.In.d: Use a map to identify countries or regions where various belief systems, such as Buddhism, Christianity, and Judaism, spread in the ancient world. • SS.6.G.4.Su.d: Use a map to recognize a country or region where a belief system, such as Buddhism, Christianity, or Judaism, spread in the ancient world. • SS.6.G.4.Pa.d: Recognize that people have different religions (belief systems). <p>Remarks/Examples</p> <p>Examples are Buddhism, Christianity, Judaism.</p>
<p>SS.6.G.5.1 :</p>	<p>Identify the methods used to compensate for the scarcity of resources in the ancient world. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand how human actions can impact the environment.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.6.G.5.In.a: Recognize ways used to compensate for the scarcity of resources, such as water, fertile soil, and fuel, in the ancient world.

	<ul style="list-style-type: none"> • SS.6.G.5.Su.a: Recognize a way used to compensate for the scarcity of resources, such as water, fertile soil, or fuel, in the ancient world. • SS.6.G.5.Pa.a: Recognize a way people compensate for the scarcity of resources. <p>Remarks/Examples</p> <p>Examples are water in the Middle East, fertile soil, fuel.</p>
<p>SS.6.G.5.2 :</p>	<p>Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand how human actions can impact the environment.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.6.G.5.In.b: Use geographic terms and tools to identify why ancient civilizations developed transportation networks of highways and waterways. • SS.6.G.5.Su.b: Use geographic tools to identify a transportation network developed in an ancient civilization. • SS.6.G.5.Pa.b: Recognize a way people overcome barriers, such as developing transportation networks.
<p>SS.6.G.5.3 :</p>	<p>Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand how human actions can impact the environment.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.6.G.5.In.c: Use geographic terms and tools to identify effects of natural disasters or drought in ancient civilizations, such as flooding of the Nile, drought in Africa, volcanoes in the Mediterranean region, and famine in Asia. • SS.6.G.5.Su.c: Use geographic tools to locate areas where drought, famine, or natural disasters impacted ancient civilizations. • SS.6.G.5.Pa.c: Recognize an effect of a natural disaster.

	<p>Remarks/Examples</p> <p>Examples are flooding of the Nile, drought in Africa, volcanoes in the Mediterranean region, famine in Asia.</p>
<p>SS.6.G.6.1 :</p>	<p>Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand how to apply geography to interpret the past and present and plan for the future.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.6.G.6.In.a: Identify ways geographers organize information, such as by spatial terms, places and regions, human systems, and the environment. • SS.6.G.6.Su.a: Recognize a way that geographers organize information, such as by places and regions or the environment. • SS.6.G.6.Pa.a: Recognize types of geographic information, such as places or spatial terms.
<p>SS.6.G.6.2 :</p>	<p>Compare maps of the world in ancient times with current political maps. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand how to apply geography to interpret the past and present and plan for the future.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.6.G.6.In.b: Identify differences in ancient and current maps of the world. • SS.6.G.6.Su.b: Recognize differences in ancient and current maps of the world. • SS.6.G.6.Pa.b: Recognize differences between maps.
<p>SS.6.W.1.1 :</p>	<p>Use timelines to identify chronological order of historical events. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Utilize historical inquiry skills and analytical processes.</p> <p>Access Points:</p>

	<ul style="list-style-type: none"> • SS.6.W.1.In.a: Use a simple timeline to identify the sequence of historical events. • SS.6.W.1.Su.a: Use a simple pictorial timeline to identify the sequence of historical events. • SS.6.W.1.Pa.a: Use a simple pictorial timeline to identify an event.
<p>SS.6.W.1.2 :</p>	<p>Identify terms (decade, century, epoch, era, millennium, BC/BCE, AD/CE) and designations of time periods. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Utilize historical inquiry skills and analytical processes.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.6.W.1.In.b: Identify terms for time periods, such as decade and century. • SS.6.W.1.Su.b: Recognize terms for time periods, such as a decade. • SS.6.W.1.Pa.b: Recognize terms that relate to time, such as today and tomorrow.
<p>SS.6.W.1.3 :</p>	<p>Interpret primary and secondary sources. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Utilize historical inquiry skills and analytical processes.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.6.W.1.In.c: Describe information found in a primary and secondary source, such as artifacts, images, photos, sounds, and written documents. • SS.6.W.1.Su.c: Identify basic information found in a primary and secondary source, such as artifacts, images, photos, sounds, and written documents. • SS.6.W.1.Pa.c: Recognize information from a source, such as artifacts, images, photos, sounds, or written documents. <p>Remarks/Examples</p> <hr/> <p>Examples are artifacts, images, auditory sources, written sources.</p>
<p>SS.6.W.1.4 :</p>	<p>Describe the methods of historical inquiry and how history relates to the other social sciences.</p>

	<p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Utilize historical inquiry skills and analytical processes.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.6.W.1.In.d: Identify basic methods of historical inquiry and how history relates to geography, economics, and civics. • SS.6.W.1.Su.d: Recognize a method of historical inquiry and how history relates to geography, economics, and civics. • SS.6.W.1.Pa.d: Recognize information from a source, such as artifacts, images, photos, sounds, or written documents. <p>Remarks/Examples</p> <p>Examples are archaeology, geography, political science, economics.</p>
<p>SS.6.W.1.5 :</p>	<p>Describe the roles of historians and recognize varying historical interpretations (historiography).</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Utilize historical inquiry skills and analytical processes.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.6.W.1.In.e: Identify the role of historians and recognize that interpretations of historians may differ. • SS.6.W.1.Su.e: Recognize the role of historians. • SS.6.W.1.Pa.e: Recognize information from a source, such as artifacts, images, photos, sounds, or written documents.
<p>SS.6.W.1.6 :</p>	<p>Describe how history transmits culture and heritage and provides models of human character.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Utilize historical inquiry skills and analytical processes.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.6.W.1.In.f: Identify how history transmits culture and models of human character. • SS.6.W.1.Su.f: Recognize how history transmits culture. • SS.6.W.1.Pa.f: Recognize a characteristic of culture.
<p>SS.6.W.2.1 •</p>	<p>Compare the lifestyles of hunter-gatherers with those of settlers of</p>

	<p>early agricultural communities. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Describe the emergence of early civilizations (Nile, Tigris-Euphrates, Indus, and Yellow Rivers, Meso and South American).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.6.W.2.In.a: Identify differences in the lifestyles of hunter-gatherers and settlers of early agricultural communities. • SS.6.W.2.Su.a: Recognize differences in food and shelter (lifestyles) used by hunter/gatherers and settlers in early agricultural communities. • SS.6.W.2.Pa.a: Recognize that people need food and shelter.
<p>SS.6.W.2.10 :</p>	<p>Compare the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Describe the emergence of early civilizations (Nile, Tigris-Euphrates, Indus, and Yellow Rivers, Meso and South American).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.6.W.2.In.j: Recognize similarities of the early river civilizations and the advanced civilizations in Meso and South America, such as the use of law, technology, and religion. • SS.6.W.2.Su.j: Recognize a common characteristic of the early river civilizations and the advanced civilizations in Meso and South America, such as the use of law, technology, or religion. • SS.6.W.2.Pa.j: Recognize a characteristic of civilization, such as the use of technology. <p>Remarks/Examples</p> <p>Examples are Olmec, Zapotec, Chavin.</p>
<p>SS.6.W.2.2 :</p>	<p>Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Describe the emergence of early civilizations (Nile, Tigris-Euphrates, Indus, and Yellow Rivers, Meso and South American).</p> <p>Access Points:</p>

	<ul style="list-style-type: none"> • SS.6.W.2.In.b: Identify ways that agriculture and metallurgy changed life in early civilizations, such as through the use of tools and cultivation of crops. • SS.6.W.2.Su.b: Recognize a way that agriculture and metallurgy changed life in early civilizations, such as through the use of tools or cultivation of crops. • SS.6.W.2.Pa.b: Recognize that tools make it easier to do work.
<p>SS.6.W.2.3 :</p>	<p>Identify the characteristics of civilization. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Describe the emergence of early civilizations (Nile, Tigris-Euphrates, Indus, and Yellow Rivers, Meso and South American).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.6.W.2.In.c: Recognize common characteristics of civilizations, such as cities, technology, government, and religion. • SS.6.W.2.Su.c: Recognize a characteristic of civilizations, such as cities, technology, government, or religion. • SS.6.W.2.Pa.c: Recognize a characteristic of civilization, such as a city. <p>Remarks/Examples</p> <p>Examples are urbanization, specialized labor, advanced technology, government and religious institutions, social classes.</p>
<p>SS.6.W.2.4 :</p>	<p>Compare the economic, political, social, and religious institutions of ancient river civilizations. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Describe the emergence of early civilizations (Nile, Tigris-Euphrates, Indus, and Yellow Rivers, Meso and South American).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.6.W.2.In.d: Recognize ways of life in selected ancient river civilizations, such as Nile, Tigris-Euphrates, Indus, or Huang He. • SS.6.W.2.Su.d: Recognize a characteristic of life in selected ancient river civilizations, such as Nile, Tigris-Euphrates, Indus, or Huang He.

	<ul style="list-style-type: none"> • SS.6.W.2.Pa.d: Recognize a characteristic of civilization, such as a city. <p>Remarks/Examples</p> <p>Examples are Nile, Tigris-Euphrates, Indus, Huang He.</p>
<p>SS.6.W.2.5 :</p>	<p>Summarize important achievements of Egyptian civilization. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Describe the emergence of early civilizations (Nile, Tigris-Euphrates, Indus, and Yellow Rivers, Meso and South American).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.6.W.2.In.e: Identify achievements from ancient Egyptian civilization, such as a calendar, pyramids, art and architecture, and mummification. • SS.6.W.2.Su.e: Recognize achievements from ancient Egyptian civilization, such as a calendar, pyramids, and art and architecture. • SS.6.W.2.Pa.e: Recognize an achievement of civilization, such as art, architecture, writing, or technology. <p>Remarks/Examples</p> <p>Examples are agriculture, calendar, pyramids, art and architecture, hieroglyphic writing and record-keeping, literature such as The Book of the Dead, mummification.</p>
<p>SS.6.W.2.6 :</p>	<p>Determine the contributions of key figures from ancient Egypt. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Describe the emergence of early civilizations (Nile, Tigris-Euphrates, Indus, and Yellow Rivers, Meso and South American).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.6.W.2.In.f: Recognize the contributions of selected key figures from ancient Egypt, such as Ramses and Tutankhamun. • SS.6.W.2.Su.f: Recognize a contribution of a key figure from ancient Egypt, such as Ramses or Tutankhamun. • SS.6.W.2.Pa.f: Recognize that civilizations had different leaders.

	<p>Remarks/Examples</p> <p>Examples are Narmer, Imhotep, Hatshepsut, Ramses the Great, Akhenaten, Tutankhamun.</p>
<p>SS.6.W.2.7 :</p>	<p>Summarize the important achievements of Mesopotamian civilization.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Describe the emergence of early civilizations (Nile, Tigris-Euphrates, Indus, and Yellow Rivers, Meso and South American).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.6.W.2.In.g: Identify achievements of Mesopotamian civilization, such as writing, art and architecture, and technology—wheel, sail, and plow. • SS.6.W.2.Su.g: Recognize an achievement of Mesopotamian civilization, such as writing, art and architecture, or technology—wheel, sail, and plow. • SS.6.W.2.Pa.g: Recognize an achievement of civilization, such as art, architecture, writing, or technology. <p>Remarks/Examples</p> <p>Examples are cuneiform writing, epic literature such as Gilgamesh, art and architecture, technology such as the wheel, sail, and plow.</p>
<p>SS.6.W.2.8 :</p>	<p>Determine the impact of key figures from ancient Mesopotamian civilizations.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Describe the emergence of early civilizations (Nile, Tigris-Euphrates, Indus, and Yellow Rivers, Meso and South American).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.6.W.2.In.h: Recognize the impact of selected key figures, such as Hammurabi, Nebuchadnezzar, and Cyrus, from ancient Mesopotamian civilizations. • SS.6.W.2.Su.h: Recognize the impact of a key figure, such as Hammurabi, Nebuchadnezzar, or Cyrus, from ancient Mesopotamian civilizations. • SS.6.W.2.Pa.h: Recognize that civilizations had different leaders.

	<p>Remarks/Examples</p> <p>Examples are Abraham, Hammurabi, Nebuchadnezzar, Cyrus, Zoroaster.</p>
<p>SS.6.W.2.9 :</p>	<p>Identify key figures and basic beliefs of the Israelites and determine how these beliefs compared with those of others in the geographic area.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Describe the emergence of early civilizations (Nile, Tigris-Euphrates, Indus, and Yellow Rivers, Meso and South American).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.6.W.2.In.i: Recognize key figures and a basic belief of the ancient Israelites, such as Abraham and Moses, and belief in monotheism and emphasis on individual worth and responsibility. • SS.6.W.2.Su.i: Recognize a basic belief of the ancient Israelites, such as monotheism, or emphasis on individual worth and responsibility. • SS.6.W.2.Pa.i: Recognize that civilizations had different leaders. <p>Remarks/Examples</p> <p>Examples are Abraham, Moses, monotheism, law, emphasis on individual worth and responsibility.</p>
<p>SS.6.W.3.1 :</p>	<p>Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Recognize significant events, figures, and contributions of classical civilizations (Phoenicia, Greece, Rome, Axum).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.6.W.3.In.a: Recognize cultural impacts of ancient Phoenicians on the Mediterranean world, such as exploration, commerce, and written communication. • SS.6.W.3.Su.a: Recognize a cultural impact of ancient Phoenicians on the Mediterranean world, such as exploration,

	<p>commerce, or written communication.</p> <ul style="list-style-type: none"> • SS.6.W.3.Pa.a: Recognize the impact of written communication.
<p>SS.6.W.3.10 :</p>	<p>Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government, civic duty). Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Recognize significant events, figures, and contributions of classical civilizations (Phoenicia, Greece, Rome, Axum).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.6.W.3.In.j: Identify characteristics of the government of the Roman Republic that contributed to democratic principles, such as representative government and civic duty. • SS.6.W.3.Su.j: Recognize a characteristic of the government of the Roman Republic that contributed to democratic principles, such as representative government or civic duty. • SS.6.W.3.Pa.j: Recognize a contribution related to government from ancient civilization.
<p>SS.6.W.3.11 :</p>	<p>Explain the transition from Roman Republic to empire and Imperial Rome, and compare Roman life and culture under each one. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Recognize significant events, figures, and contributions of classical civilizations (Phoenicia, Greece, Rome, Axum).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.6.W.3.In.k: Identify changes in characteristics of life and culture in the Roman Republic when it became Imperial Rome, such as the citizens lost their voice and role in government and were led by a dictator. • SS.6.W.3.Su.k: Recognize characteristics of ancient Roman life and culture. • SS.6.W.3.Pa.k: Recognize a characteristic of culture.
<p>SS.6.W.3.12 :</p>	<p>Explain the causes for the growth and longevity of the Roman Empire. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Recognize significant events, figures, and contributions of classical</p>

	<p>civilizations (Phoenicia, Greece, Rome, Axum).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.6.W.3.In.I: Identify a cause for growth and longevity of the Roman Empire, such as centralized and efficient government, expansion of citizenship, and extension of road networks. • SS.6.W.3.Su.I: Recognize a cause for longevity of the Roman Empire, such as centralized and efficient government, expansion of citizenship, or extension of road networks. • SS.6.W.3.Pa.I: Recognize an achievement or contribution from ancient civilization. <p>Remarks/Examples</p> <hr/> <p>Examples are centralized and efficient government, religious toleration, expansion of citizenship, the legion, the extension of road networks.</p>
<p>SS.6.W.3.13 :</p>	<p>Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Recognize significant events, figures, and contributions of classical civilizations (Phoenicia, Greece, Rome, Axum).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.6.W.3.In.m: Identify key figures and basic beliefs of early Christianity, such as Jesus and one god. • SS.6.W.3.Su.m: Recognize that the religion known as Christianity began a long time ago. • SS.6.W.3.Pa.m: Recognize a characteristic of religion. <p>Remarks/Examples</p> <hr/> <p>Examples are Christian monotheism, Jesus as the son of God, Peter, Paul.</p>
<p>SS.6.W.3.14 :</p>	<p>Describe the key achievements and contributions of Roman civilization. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Recognize significant events, figures, and contributions of classical civilizations (Phoenicia, Greece, Rome, Axum).</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • SS.6.W.3.In.n: Identify achievements and contributions of Roman civilization, such as art and architecture, law, literature, and technology. • SS.6.W.3.Su.n: Recognize achievements and contributions of Roman civilization, such as art and architecture, agriculture, technology, or government. • SS.6.W.3.Pa.n: Recognize an achievement or contribution from ancient civilization. <p>Remarks/Examples</p> <p>Examples are art and architecture, engineering, law, literature, technology.</p>
<p>SS.6.W.3.15 :</p>	<p>Explain the reasons for the gradual decline of the Western Roman Empire after the Pax Romana. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Recognize significant events, figures, and contributions of classical civilizations (Phoenicia, Greece, Rome, Axum).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.6.W.3.In.o: Recognize reasons for the gradual decline of the Western Roman Empire, such as internal power struggles, pressures from outside groups, and overdependence on slavery. • SS.6.W.3.Su.o: Recognize a reason for the gradual decline of the Western Roman Empire, such as pressures from outside groups or overdependence on slavery. • SS.6.W.3.Pa.o: Recognize a characteristic of a power struggle. <p>Remarks/Examples</p> <p>Examples are internal power struggles, constant Germanic pressure on the frontiers, economic policies, over dependence on slavery and mercenary soldiers.</p>
<p>SS.6.W.3.16 :</p>	<p>Compare life in the Roman Republic for patricians, plebeians, women, children, and slaves. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Recognize significant events, figures, and contributions of classical</p>

	<p>civilizations (Phoenicia, Greece, Rome, Axum).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.6.W.3.In.p: Identify selected characteristics of life in the Roman Republic, such as the role of patricians, plebeians, women, children, and slaves. • SS.6.W.3.Su.p: Recognize selected characteristics of life in the Roman Republic, such as the role of women, children, and slaves. • SS.6.W.3.Pa.p: Recognize that people have different roles, such as citizens or soldiers.
<p>SS.6.W.3.17 :</p>	<p>Explain the spread and influence of the Latin language on Western Civilization.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Recognize significant events, figures, and contributions of classical civilizations (Phoenicia, Greece, Rome, Axum).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.6.W.3.In.q: Identify an influence of the Latin language on Western Civilization, such as education, law, medicine, religion, or science. • SS.6.W.3.Su.q: Recognize an influence of different languages on civilization, such as in education or science. • SS.6.W.3.Pa.q: Recognize the importance of language. <p>Remarks/Examples</p> <hr/> <p>Examples are education, law, medicine, religion, science.</p>
<p>SS.6.W.3.18 :</p>	<p>Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Recognize significant events, figures, and contributions of classical civilizations (Phoenicia, Greece, Rome, Axum).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.6.W.3.In.r: Recognize factors in the rise and fall of the ancient east African kingdoms, such as being an important center of art, learning, and trade; use of iron metallurgy; and power struggles.

	<ul style="list-style-type: none"> • SS.6.W.3.Su.r: Recognize a factor in the rise of the ancient east African kingdoms, such as being an important center of art, learning, and trade, or use of iron metallurgy. • SS.6.W.3.Pa.r: Recognize an achievement or contribution from ancient civilization.
<p>SS.6.W.3.2 :</p>	<p>Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Recognize significant events, figures, and contributions of classical civilizations (Phoenicia, Greece, Rome, Axum).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.6.W.3.In.b: Identify foundations of a democratic government developed in ancient Greece, such as civic participation and voting, legislative bodies, and rule of law. • SS.6.W.3.Su.b: Recognize a foundation of a democratic government developed in ancient Greece, such as civic participation and voting. • SS.6.W.3.Pa.b: Recognize that citizens can vote for leaders.
<p>SS.6.W.3.3 :</p>	<p>Compare life in Athens and Sparta (government and the status of citizens, women and children, foreigners, helots).</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Recognize significant events, figures, and contributions of classical civilizations (Phoenicia, Greece, Rome, Axum).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.6.W.3.In.c: Recognize differences in characteristics of life in Athens and Sparta, such as the status of citizens, women, children, foreigners, or serfs (helots). • SS.6.W.3.Su.c: Recognize a difference in characteristics of life in Athens and Sparta, such as the role of citizens, women, or children. • SS.6.W.3.Pa.c: Recognize that people have different roles, such as citizens or soldiers.
<p>SS.6.W.3.4 :</p>	<p>Explain the causes and effects of the Persian and Peloponnesian Wars.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p>

	<p>Belongs to: Recognize significant events, figures, and contributions of classical civilizations (Phoenicia, Greece, Rome, Axum).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.6.W.3.In.d: Recognize a cause and effect of the Persian War, such as Persia’s desire to control Greece and the cooperation between Greek city-states to defend their homeland and maintain their independence. • SS.6.W.3.Su.d: Recognize that wars were fought to control Greece. • SS.6.W.3.Pa.d: Recognize that wars are fought for control.
<p>SS.6.W.3.5 :</p>	<p>Summarize the important achievements and contributions of ancient Greek civilization.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Recognize significant events, figures, and contributions of classical civilizations (Phoenicia, Greece, Rome, Axum).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.6.W.3.In.e: Recognize important achievements and contributions of ancient Greek civilization, such as art and architecture, athletic competitions, civic responsibility, and science. • SS.6.W.3.Su.e: Recognize an important achievement and contribution of ancient Greek civilization, such as art and architecture, athletic competitions, civic responsibility, or science. • SS.6.W.3.Pa.e: Recognize an achievement or contribution from ancient civilization. <p>Remarks/Examples</p> <p>Examples are art and architecture, athletic competitions, the birth of democracy and civic responsibility, drama, history, literature, mathematics, medicine, philosophy, science, warfare.</p>
<p>SS.6.W.3.6 :</p>	<p>Determine the impact of key figures from ancient Greece.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Recognize significant events, figures, and contributions of classical civilizations (Phoenicia, Greece, Rome, Axum).</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • SS.6.W.3.In.f: Identify the impact of a key figure from ancient Greece, such as Aristotle, Hippocrates, Homer, Plato, or Socrates. • SS.6.W.3.Su.f: Recognize a key figure from ancient Greece, such as Aristotle, Hippocrates, Homer, Plato, or Socrates. • SS.6.W.3.Pa.f: Recognize the importance of writers, leaders, scientists, soldiers, or teachers. <p>Remarks/Examples</p> <p>Examples are Aristophanes, Aristotle, Hippocrates, Herodotus, Homer, Pericles, Plato, Pythagoras, Socrates, Solon, Sophocles, Thales, Themistocles, Thucydides.</p>
<p>SS.6.W.3.7 :</p>	<p>Summarize the key achievements, contributions, and figures associated with The Hellenistic Period. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Recognize significant events, figures, and contributions of classical civilizations (Phoenicia, Greece, Rome, Axum).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.6.W.3.In.g: Recognize key contributions and figures associated with the Hellenistic Period, such as Stoicism, Alexander the Great, and Archimedes. • SS.6.W.3.Su.g: Recognize a key contribution or figure associated with the Hellenistic Period, such as Stoicism, Alexander the Great, or Archimedes. • SS.6.W.3.Pa.g: Recognize an achievement or contribution from ancient civilization. <p>Remarks/Examples</p> <p>Examples are Alexander the Great, Library of Alexandria, Archimedes, Euclid, Plutarch, The Septuagint, Stoicism, Ptolemy I.</p>
<p>SS.6.W.3.8 :</p>	<p>Determine the impact of significant figures associated with ancient Rome. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Recognize significant events, figures, and contributions of classical civilizations (Phoenicia, Greece, Rome, Axum).</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • SS.6.W.3.In.h: Identify the impact of a significant figure associated with ancient Rome, such as Julius Caesar, Augustus, or Constantine the Great. • SS.6.W.3.Su.h: Recognize a significant figure associated with ancient Rome, such as Julius Caesar, Augustus, or Constantine the Great. • SS.6.W.3.Pa.h: Recognize the importance of writers, leaders, scientists, soldiers, or teachers. <p>Remarks/Examples</p> <p>Examples are Augustus, Cicero, Cincinnatus, Cleopatra, Constantine the Great, Diocletian, Tiberius and Gaius Gracchus, Hadrian, Hannibal, Horace, Julius Caesar, Ovid, Romulus and Remus, Marcus Aurelius, Scipio Africanus, Virgil, Theodosius, Attila the Hun.</p>
<p>SS.6.W.3.9 :</p>	<p>Explain the impact of the Punic Wars on the development of the Roman Empire.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Recognize significant events, figures, and contributions of classical civilizations (Phoenicia, Greece, Rome, Axum).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.6.W.3.In.i: Identify that Rome became an important power because it won the Punic Wars. • SS.6.W.3.Su.i: Recognize that Rome became an important power because it won a war. • SS.6.W.3.Pa.i: Recognize that wars are fought for control.
<p>SS.6.W.4.1 :</p>	<p>Discuss the significance of Aryan and other tribal migrations on Indian civilization.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Recognize significant events, figures, and contributions of classical Asian civilizations (China, India).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.6.W.4.In.a: Recognize the significance of Aryan and other tribal migrations on Indian civilization, such as the spread of Hinduism.

	<ul style="list-style-type: none"> • SS.6.W.4.Su.a: Recognize that a group of people migrated to India and brought a new religion, Hinduism. • SS.6.W.4.Pa.a: Recognize an impact of migration.
<p>SS.6.W.4.10 :</p>	<p>Explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Recognize significant events, figures, and contributions of classical Asian civilizations (China, India).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.6.W.4.In.j: Recognize the significance of the silk roads and maritime routes for trade in Asia, East Africa, and the Mediterranean Basin. • SS.6.W.4.Su.j: Recognize that people traveled on land and water to trade goods and ideas in Asia, East Africa, and the Mediterranean Basin. • SS.6.W.4.Pa.j: Recognize that people exchange goods.
<p>SS.6.W.4.11 :</p>	<p>Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Ghengis and Kublai Khan.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Recognize significant events, figures, and contributions of classical Asian civilizations (China, India).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.6.W.4.In.k: Recognize the cause of the Mongol empire expansion and its effects on the peoples of Asia and Europe, such as conquering and using fear to control the people, and providing protected trade and travel networks. • SS.6.W.4.Su.k: Recognize that the Mongols used fighting and fear to control other countries. • SS.6.W.4.Pa.k: Recognize that people fight to gain control of a country.
<p>SS.6.W.4.12 :</p>	<p>Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Recognize significant events, figures, and contributions of classical</p>

	<p>Asian civilizations (China, India).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.6.W.4.In.1: Recognize a cause of Chinese isolation and decision to limit trade during the 1400s, such as geographic isolation and the Great Wall and the Chinese belief that their country was the center of the universe. • SS.6.W.4.Su.1: Recognize that the Chinese had limited contact with other civilizations during the 1400s because of their location and the Great Wall. • SS.6.W.4.Pa.1: Recognize a characteristic of isolation.
<p>SS.6.W.4.2 :</p>	<p>Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Recognize significant events, figures, and contributions of classical Asian civilizations (China, India).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.6.W.4.In.b: Identify a major belief and practice associated with Hinduism, such as good deeds/bad deeds, duty, nonviolence, and the caste system. • SS.6.W.4.Su.b: Recognize a major belief or practice of Hinduism, such as good deeds/bad deeds, duty, nonviolence, or the caste system. • SS.6.W.4.Pa.b: Recognize that people have different beliefs (religions). <p>Remarks/Examples</p> <hr/> <p>Examples are Brahman, reincarnation, dharma, karma, ahimsa, moksha.</p>
<p>SS.6.W.4.3 :</p>	<p>Recognize the political and cultural achievements of the Mauryan and Gupta empires. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Recognize significant events, figures, and contributions of classical Asian civilizations (China, India).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.6.W.4.In.c: Recognize achievements of the Mauryan and

	<p>Gupta empires, such as the spread of Buddhism, science, mathematics, and astronomy.</p> <ul style="list-style-type: none"> • SS.6.W.4.Su.c: Recognize an achievement of the Mauryan and Gupta empires, such as the spread of Buddhism, science, mathematics, or astronomy. • SS.6.W.4.Pa.c: Recognize an achievement or contribution of Asian civilizations.
<p>SS.6.W.4.4 :</p>	<p>Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Recognize significant events, figures, and contributions of classical Asian civilizations (China, India).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.6.W.4.In.d: Identify a teaching of Buddha, such as compassion, selflessness, or enlightenment. • SS.6.W.4.Su.d: Recognize a teaching of Buddha, such as compassion, selflessness, or enlightenment. • SS.6.W.4.Pa.d: Recognize that people have different beliefs (religions). <p>Remarks/Examples</p> <p>Examples are The Four Noble Truths, Three Qualities, Eightfold Path.</p>
<p>SS.6.W.4.5 :</p>	<p>Summarize the important achievements and contributions of ancient Indian civilization. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Recognize significant events, figures, and contributions of classical Asian civilizations (China, India).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.6.W.4.In.e: Identify an important contribution of ancient Indian civilization, such as Sanskrit, medicine, or mathematics including Hindu-Arabic numerals and the concept of zero. • SS.6.W.4.Su.e: Recognize an important contribution of ancient Indian civilization, such as Sanskrit, medicine, or mathematics including Hindu-Arabic numerals and the concept of zero. • SS.6.W.4.Pa.e: Recognize an achievement or contribution of

	<p>Asian civilizations.</p> <p>Remarks/Examples</p> <p>Examples are Sanskrit, Bhagavad Gita, medicine, metallurgy, and mathematics including Hindu-Arabic numerals and the concept of zero.</p>
<p>SS.6.W.4.6 :</p>	<p>Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Recognize significant events, figures, and contributions of classical Asian civilizations (China, India).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.6.W.4.In.f: Identify that some Chinese dynasties believed their power came from the Mandate of Heaven. • SS.6.W.4.Su.f: Recognize that some Chinese dynasties believed their power came from the Mandate of Heaven. • SS.6.W.4.Pa.f: Recognize that the leadership of government changes.
<p>SS.6.W.4.7 :</p>	<p>Explain the basic teachings of Laozi, Confucius, and Han Fei Zi.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Recognize significant events, figures, and contributions of classical Asian civilizations (China, India).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.6.W.4.In.g: Identify basic teachings of Confucius, such as love and respect for one’s family (filial piety) and the role of kinship in maintaining order. • SS.6.W.4.Su.g: Recognize a basic teaching of Confucius, such as love and respect for one’s family (filial piety). • SS.6.W.4.Pa.g: Recognize an achievement or contribution of Asian civilizations. <p>Remarks/Examples</p> <p>Examples are filial piety, the role of kinship in maintaining order, hierarchy in Chinese society.</p>
<p>SS.6.W.4.8 :</p>	<p>Describe the contributions of classical and post classical China.</p>

	<p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Recognize significant events, figures, and contributions of classical Asian civilizations (China, India).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.6.W.4.In.h: Identify contributions of classical and post classical China, such as the Great Wall, the Silk Road, paper-making, gunpowder, and compass. • SS.6.W.4.Su.h: Recognize a contribution of classical and post classical China, such as the Great Wall, the Silk Road, paper-making, gunpowder, or compass. • SS.6.W.4.Pa.h: Recognize an achievement or contribution of Asian civilizations. <p>Remarks/Examples</p> <p>Examples are Great Wall, Silk Road, bronze casting, silk-making, movable type, gunpowder, paper-making, magnetic compass, horse collar, stirrup, civil service system, The Analects.</p>
<p>SS.6.W.4.9 :</p>	<p>Identify key figures from classical and post classical China. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Recognize significant events, figures, and contributions of classical Asian civilizations (China, India).</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.6.W.4.In.i: Recognize a key figure from classical China, such as Shi Huangdi, the first emperor who built the Great Wall. • SS.6.W.4.Su.i: Recognize that the first emperor in China built the Great Wall. • SS.6.W.4.Pa.i: Recognize that Asian civilizations have leaders. <p>Remarks/Examples</p> <p>Examples are Shi Huangdi, Wu-ti, Empress Wu, Chengho.</p>



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	<p>Remarks/Examples</p> <p>CCSS Connections: MACC.K12.MP.7: Look for and make use of structure.</p>
<p>SC.7.E.6.3 :</p>	<p>Identify current methods for measuring the age of Earth and its parts, including the law of superposition and radioactive dating. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Earth Structures</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.7.E.6.In.3: Demonstrate how older rock layers are deposited at the bottom before younger layers (Law of Superposition). • SC.7.E.6.Su.2: Recognize that mountains change size and shape over a long period of time. • SC.7.E.6.Pa.3: Recognize that ground on the Earth’s surface changes over time.
<p>SC.7.E.6.4 :</p>	<p>Explain and give examples of how physical evidence supports scientific theories that Earth has evolved over geologic time due to natural processes. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Earth Structures</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.7.E.6.In.4: Identify physical evidence, such as fossils and sedimentary rock, which show how Earth has changed over a very long period of time. • SC.7.E.6.Su.3: Recognize that fossils are remains or imprints of living things from long ago. • SC.7.E.6.Pa.3: Recognize that ground on the Earth’s surface changes over time.
<p>SC.7.E.6.5 :</p>	<p>Explore the scientific theory of plate tectonics by describing how the movement of Earth's crustal plates causes both slow and rapid changes in Earth's surface, including volcanic eruptions, earthquakes, and mountain building. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08</p>

Course: 7821021 Access M/J Civics-

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse1809.aspx>

BASIC INFORMATION

Course Title:	Access M/J Civics
Course Number:	7821021
Course Abbreviated Title:	ACCESS M/J CIVICS
Course Path:	Section: Exceptional Student Education Grade Group: Middle/Junior High Subject: Academics - Subject Areas
Course length:	Year (Y)
Status:	State Board Approved
General Notes:	<p>Access Courses: Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent), which reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with a significant cognitive disability.</p> <p>Subject Relevance: Understanding citizenship is the foundation for accessing life's activities in the local community or the world at large. Contributing to our community gives citizenship its meaning. Active participation as a citizen depends on how well we establish individual, group, and societal relationships. How well we develop these relationships depends on how well we understand our own and others' perspectives, which, in turn, depends on how well we understand cultural customs, rules, and institutions, whether local or global. Cultural customs, rules, and institutions frame the world in which we live and influence relationships at all levels, whether it is a friendship, a family, a school, a community, a country, or a world.</p>

Social Studies is the study of the distinctive characteristics, dynamics, and history of local and global cultures. Examining the interrelationship among resources, customs, values, and beliefs of diverse cultures contributes to our ability to interact with others and develop both civic and social competence. Some students might study the details of cultures and institutions to understand the freedoms they enjoy or to make informed and reasoned decisions for the public good. Others may focus on the characteristics of people, places, and the dynamic nature of relationships to participate more effectively in the world around them.

Developing a sense of how humans interact with their environment and one another allows us to advocate for ourselves, contribute more effectively to our community, and access life's activities.

Access M/J Civics - Grade Seven

Major Concepts/Content: The seventh grade social studies curriculum consists of the following content area strands: Civics, Geography, and Economics. The content is intended to develop or expand the student's understanding of the:

- Origins and purposes of government, law, and the American political system
- Roles, rights, and responsibilities of United States citizens
- Fundamental concepts of local, national, and international economies
- Maps and other geographic representations, tools, and technology
- Physical and cultural characteristics of places
- Relationships between the Earth's ecosystems and the populations that dwell within them
- Application of geography to interpret the past and present and plan for the future

RELATED ACCESS POINTS: Independent(74) Supported(74) Participatory(74) Core Content Connector(0)

<p><u>LA.7.1.6.1</u> :</p>	<p>The student will use new vocabulary that is introduced and taught directly; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: <u>Vocabulary Development</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>LA.7.1.6.In.a</u>: Use new vocabulary that is introduced and taught directly. • <u>LA.7.1.6.Su.a</u>: Use new vocabulary that is introduced and taught directly. • <u>LA.7.1.6.Pa.a</u>: Respond to new vocabulary that is introduced and taught directly.
<p><u>LA.7.1.6.2</u> :</p>	<p>The student will listen to, read, and discuss familiar and conceptually challenging text; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: <u>Vocabulary Development</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>LA.7.1.6.In.b</u>: Listen to, read, and discuss a variety of text. • <u>LA.7.1.6.Su.b</u>: Listen to, read, and discuss a variety of text. • <u>LA.7.1.6.Pa.b</u>: Listen and respond to stories and informational text.
<p><u>LA.7.1.6.3</u> :</p>	<p>The student will use context clues to determine meanings of unfamiliar words; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: <u>Vocabulary Development</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>LA.7.1.6.In.c</u>: Use context clues and graphics to determine meaning of unknown words. • <u>LA.7.1.6.Su.c</u>: Use context clues and illustrations to determine meaning of unknown words. • <u>LA.7.1.6.Pa.c</u>: Identify persons, objects, and actions by name or characteristic.
<p><u>LA.7.1.7.1</u> :</p>	<p>The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and</p>

	<p>knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Reading Comprehension</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.1.7.In.a: Use background knowledge of the subject, guided previewing strategies, graphic representations, and text features (e.g. table of contents, headings, simple charts and maps, text styles) to make and • LA.7.1.7.Su.a: Use background knowledge of the subject and text features (e.g. illustrations, title, table of contents) to make and confirm predictions of content of reading selections. • LA.7.1.7.Pa.a: Identify persons, objects, actions, or events in read-aloud narrative and informational text used in daily activities.
<p>LA.7.1.7.3 :</p>	<p>The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Reading Comprehension</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.1.7.In.g: Identify the theme in fiction or nonfiction selections. • LA.7.1.7.Su.c: Determine the main idea or essential message in text through identifying relevant details and events, including but not limited to who, what, where, when, and what happened. • LA.7.1.7.Pa.c: Recognize details in read-aloud stories and informational text.
<p>MA.7.A.1.2 :</p>	<p>Solve percent problems, including problems involving discounts, simple interest, taxes, tips, and percents of increase or decrease. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 1</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • MA.7.A.1.In.b: Identify that a higher percent represents a larger quantity or amount in real-world problems. • MA.7.A.1.Su.b: Identify that percent discounts reduce the price of goods in real-world situations. • MA.7.A.1.Pa.b: Match objects to a model or picture that is a smaller version. <p>Remarks/Examples</p> <p>Example: A merchant buys CDs for \$11 wholesale and marks up the price by 35%. What is the retail price?</p> <p>Example: You are at a party with 100 people. 99% of the people are FSU fans. Some of the FSU fans left the party and now 98% of the people are FSU fans. How many people are still at the party?</p>
<p>MA.7.S.6.1 :</p>	<p>Evaluate the reasonableness of a sample to determine the appropriateness of generalizations made about the population. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 09/07 Belongs to: Data Analysis</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.7.S.6.In.a: Use data from a part of a group (sample) to make predictions regarding the whole group. • MA.7.S.6.Su.a: Compare data shown in a pictograph with three categories and describe which categories have the largest, smallest, or the same amount. • MA.7.S.6.Pa.a: Count the objects, pictures, or symbols used in a pictograph or chart and identify total to 7 or more. <p>Remarks/Examples</p> <p>Example: You asked 10 of your classmates what is their favorite university in Florida. Five of them said Florida International University. Based on your sample, can we assume that FIU is the favorite university of approximately half of the students in your school? In your class?</p>

<p><u>SS.7.C.1.1 :</u></p>	<p>Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: <u>Demonstrate an understanding of the origins and purposes of government, law, and the American political system.</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.7.C.1.In.a:</u> Recognize that ideas of separation of powers and natural rights influenced the authors of the United States Constitution. • <u>SS.7.C.1.Su.a:</u> Recognize the United States Constitution was based on ideas from the past. • <u>SS.7.C.1.Pa.a:</u> Recognize that ideas of people influence others.
<p><u>SS.7.C.1.2 :</u></p>	<p>Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: <u>Demonstrate an understanding of the origins and purposes of government, law, and the American political system.</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.7.C.1.In.b:</u> Recognize influences on the colonists' view of government, such as the Magna Carta, the Mayflower Compact, and Thomas Paine's "Common Sense." • <u>SS.7.C.1.Su.b:</u> Recognize an influence on the colonists' view of government, such as the Mayflower Compact. • <u>SS.7.C.1.Pa.b:</u> Recognize that ideas of people influence others.
<p><u>SS.7.C.1.3 :</u></p>	<p>Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: <u>Demonstrate an understanding of the origins and purposes of government, law, and the American political system.</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.7.C.1.In.c:</u> Identify concerns of the American colonists that led to the writing of the Declaration of Independence, such as

	<p>taxation and laws of England.</p> <ul style="list-style-type: none"> • SS.7.C.1.Su.c: Recognize that American colonists were unhappy with the way England was treating them and this led to the writing of the Declaration of Independence. • SS.7.C.1.Pa.c: Recognize people in the American colonies were unhappy with the way England was treating them.
<p>SS.7.C.1.4 :</p>	<p>Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the origins and purposes of government, law, and the American political system.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.C.1.In.d: Identify complaints described in the Declaration of Independence, such as stationing soldiers in people’s homes, taxes, and cutting off trade with other countries. • SS.7.C.1.Su.d: Recognize a complaint described in the Declaration of Independence, such as stationing soldiers in people’s homes, taxes, or cutting off trade with other countries. • SS.7.C.1.Pa.d: Recognize people in the American colonies were unhappy with the way England was treating them.
<p>SS.7.C.1.5 :</p>	<p>Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the origins and purposes of government, law, and the American political system.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.C.1.In.e: Identify a weakness of the Articles of Confederation that led to the writing of the Constitution, such as no president, a weak central government, and each state had its own money system. • SS.7.C.1.Su.e: Recognize that the Articles of Confederation had weaknesses and the Constitution replaced it. • SS.7.C.1.Pa.e: Recognize that government can be changed.
<p>SS.7.C.1.6 :</p>	<p>Interpret the intentions of the Preamble of the Constitution. Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p>

	<p>Belongs to: Demonstrate an understanding of the origins and purposes of government, law, and the American political system.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.C.1.In.f: Identify the reasons for establishing a government listed in the Preamble of the United States Constitution. • SS.7.C.1.Su.f: Recognize that the Preamble of the United States Constitution states the reasons the government was created. • SS.7.C.1.Pa.f: Recognize a reason for government.
<p>SS.7.C.1.7 :</p>	<p>Describe how the Constitution limits the powers of government through separation of powers and checks and balances. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the origins and purposes of government, law, and the American political system.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.C.1.In.g: Identify examples of separation of powers in the Constitution, such as the three branches of government. • SS.7.C.1.Su.g: Recognize the powers of the branches of government of the United States. • SS.7.C.1.Pa.g: Recognize that the government has different parts.
<p>SS.7.C.1.8 :</p>	<p>Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the origins and purposes of government, law, and the American political system.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.C.1.In.h: Identify an argument for and against the inclusion of a bill of rights in the Constitution. • SS.7.C.1.Su.h: Recognize a reason for inclusion of a bill of rights in the Constitution, such as the Bill of Rights is for all states. • SS.7.C.1.Pa.h: Recognize that both individuals and groups

	<p>have rights.</p>
<p><u>SS.7.C.1.9</u> :</p>	<p>Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: <u>Demonstrate an understanding of the origins and purposes of government, law, and the American political system.</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.7.C.1.In.i</u>: Identify how the rule of law is used in American government, such as people must follow the laws of the government. • <u>SS.7.C.1.Su.i</u>: Recognize that people must follow the laws of American government. • <u>SS.7.C.1.Pa.i</u>: Recognize that people must follow laws of government.
<p><u>SS.7.C.2.1</u> :</p>	<p>Define the term "citizen," and identify legal means of becoming a United States citizen.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: <u>Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.7.C.2.In.a</u>: Identify that a citizen is a legal resident of a country and recognize that people become citizens by birth or naturalization. • <u>SS.7.C.2.Su.a</u>: Recognize that a citizen is a legal resident of a country. • <u>SS.7.C.2.Pa.a</u>: Recognize a person who is an American citizen.
<p><u>SS.7.C.2.10</u> :</p>	<p>Examine the impact of media, individuals, and interest groups on monitoring and influencing government.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: <u>Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.</u></p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.C.2.In.j: Identify how the media and people influence government. • SS.7.C.2.Su.j: Recognize that the media and people can influence government. • SS.7.C.2.Pa.j: Recognize that the media influences people.
<p>SS.7.C.2.11 :</p>	<p>Analyze media and political communications (bias, symbolism, propaganda). Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.C.2.In.k: Identify how the media and people influence government. • SS.7.C.2.Su.k: Recognize that the media and people can influence government. • SS.7.C.2.Pa.k: Recognize that the media influences people.
<p>SS.7.C.2.12 :</p>	<p>Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.C.2.In.l: Recognize a problem in the local community and the appropriate governmental agency to respond to that problem. • SS.7.C.2.Su.l: Recognize a problem in the local community and an authority to respond to that problem. • SS.7.C.2.Pa.l: Recognize an authority to respond to a problem.
<p>SS.7.C.2.13 :</p>	<p>Examine multiple perspectives on public and current issues. Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p>

	<p>Belongs to: Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.C.2.In.m: Identify different perspectives on current issues. • SS.7.C.2.Su.m: Recognize different perspectives on current issues. • SS.7.C.2.Pa.m: Recognize a point of view on current issues.
<p>SS.7.C.2.14 :</p>	<p>Conduct a service project to further the public good. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.C.2.In.n: Engage in a service project to further the public good, such as at school, community, or state levels. • SS.7.C.2.Su.n: Assist with a service project to further the public good, such as at school, community, or state levels. • SS.7.C.2.Pa.n: Participate in a service project to further the public good, such as at school, community, or state levels. <p>Remarks/Examples</p> <p>The project can be at the school, community, state, national, or international level.</p>
<p>SS.7.C.2.2 :</p>	<p>Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.C.2.In.b: Identify obligations of citizens, such as obeying laws, paying taxes, and serving on juries. • SS.7.C.2.Su.b: Recognize obligations of citizens, such as obeying laws, paying taxes, and serving on juries.

	<ul style="list-style-type: none"> • SS.7.C.2.Pa.b: Recognize an obligation of citizens, such as obeying laws.
<p>SS.7.C.2.3 :</p>	<p>Experience the responsibilities of citizens at the local, state, or federal levels.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.C.2.In.c: Describe the responsibilities of a good citizen, such as registering and voting and keeping informed about current issues. • SS.7.C.2.Su.c: Identify the responsibilities of a good citizen, such as voting and keeping informed about current issues. • SS.7.C.2.Pa.c: Recognize a responsibility of a good citizen, such as voting. <p>Remarks/Examples</p> <p>Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</p>
<p>SS.7.C.2.4 :</p>	<p>Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.C.2.In.d: Identify the rights of individuals in the Bill of Rights and other amendments to the Constitution. • SS.7.C.2.Su.d: Recognize the rights of individuals in the Bill of Rights. • SS.7.C.2.Pa.d: Recognize a right of citizens guaranteed by law.
<p>SS.7.C.2.5 :</p>	<p>Distinguish how the Constitution safeguards and limits individual rights.</p>

	<p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.C.2.In.e: Identify the rights of individuals in the Bill of Rights and other amendments to the Constitution. • SS.7.C.2.Su.e: Recognize the rights of individuals in the Bill of Rights. • SS.7.C.2.Pa.e: Recognize a right of citizens guaranteed by law.
<p>SS.7.C.2.6 :</p>	<p>Simulate the trial process and the role of juries in the administration of justice.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.C.2.In.f: Identify the purpose of a jury in a trial. • SS.7.C.2.Su.f: Recognize the purpose of the jury in a trial. • SS.7.C.2.Pa.f: Recognize a right of citizens guaranteed by law.
<p>SS.7.C.2.7 :</p>	<p>Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.C.2.In.g: Describe the voting process for selecting leaders in the school or community. • SS.7.C.2.Su.g: Identify how to vote for a leader in the school or community. • SS.7.C.2.Pa.g: Recognize that people can vote to select a leader in the school or community.
<p>SS.7.C.2.8 :</p>	<p>Identify America's current political parties, and illustrate their ideas</p>

	<p>about government. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.C.2.In.h: Identify the current political parties in America. • SS.7.C.2.Su.h: Recognize the current political parties in America. • SS.7.C.2.Pa.h: Recognize that there are political parties in America.
<p>SS.7.C.2.9 :</p>	<p>Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.C.2.In.i: Identify the qualifications of candidates for a political office. • SS.7.C.2.Su.i: Recognize that candidates run for a political office. • SS.7.C.2.Pa.i: Recognize a political office.
<p>SS.7.C.3.1 :</p>	<p>Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy). Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the principles, functions, and organization of government.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.C.3.In.a: Identify characteristics of different forms of government, such as democracy, monarchy, and communism. • SS.7.C.3.Su.a: Recognize different forms of government, such as democracy and communism. • SS.7.C.3.Pa.a: Recognize that in a democracy, people vote to

	elect government leaders.
<p><u>SS.7.C.3.10</u> :</p>	<p>Identify sources and types (civil, criminal, constitutional, military) of law.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the principles, functions, and organization of government.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.C.3.In.j: Identify how government makes a law. • SS.7.C.3.Su.j: Recognize how government makes a law. • SS.7.C.3.Pa.j: Recognize that the government makes laws.
<p><u>SS.7.C.3.11</u> :</p>	<p>Diagram the levels, functions, and powers of courts at the state and federal levels.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the principles, functions, and organization of government.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.C.3.In.k: Identify court systems, such as criminal and civil courts at different levels of government. • SS.7.C.3.Su.k: Recognize different court systems, such as criminal and civil courts. • SS.7.C.3.Pa.k: Recognize that courts settle conflicts.
<p><u>SS.7.C.3.12</u> :</p>	<p>Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, in re Gault, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, and Bush v. Gore.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the principles, functions, and organization of government.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.C.3.In.l: Identify the importance of landmark Supreme Court cases, such as Brown v. Board of Education and Miranda v. Arizona. • SS.7.C.3.Su.l: Recognize the importance of landmark Supreme

	<p>Court cases, such as Brown v. Board of Education.</p> <ul style="list-style-type: none"> • SS.7.C.3.Pa.l: Recognize that the Supreme Court recognizes that all citizens are equal.
<p>SS.7.C.3.13 :</p>	<p>Compare the constitutions of the United States and Florida. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the principles, functions, and organization of government.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.C.3.In.m: Describe the Constitution of the State of Florida. • SS.7.C.3.Su.m: Identify the Constitution of the State of Florida. • SS.7.C.3.Pa.m: Recognize that the State of Florida has laws.
<p>SS.7.C.3.14 :</p>	<p>Differentiate between local, state, and federal governments' obligations and services. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the principles, functions, and organization of government.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.C.3.In.n: Identify obligations and services of local, state, and federal governments. • SS.7.C.3.Su.n: Recognize major obligations and services of local, state, and federal governments. • SS.7.C.3.Pa.n: Recognize that local, state, and federal governments provide services.
<p>SS.7.C.3.2 :</p>	<p>Compare parliamentary, federal, confederal, and unitary systems of government. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the principles, functions, and organization of government.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.C.3.In.b: Identify characteristics of different forms of government, such as democracy, monarchy, and communism. • SS.7.C.3.Su.b: Recognize different forms of government, such

	<p>as democracy and communism.</p> <ul style="list-style-type: none"> • SS.7.C.3.Pa.b: Recognize that in a democracy, people vote to elect government leaders.
<p>SS.7.C.3.3 :</p>	<p>Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the principles, functions, and organization of government.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.C.3.In.c: Identify the major function of the three branches of the United States government established by the Constitution. • SS.7.C.3.Su.c: Recognize the major function of the three branches of the United States government. • SS.7.C.3.Pa.c: Recognize that the United States government has three parts.
<p>SS.7.C.3.4 :</p>	<p>Identify the relationship and division of powers between the federal government and state governments. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the principles, functions, and organization of government.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.C.3.In.d: Identify the relationship of power between the federal and state governments. • SS.7.C.3.Su.d: Recognize the relationship of power between the federal and state governments. • SS.7.C.3.Pa.d: Recognize that governments have different powers.
<p>SS.7.C.3.5 :</p>	<p>Explain the Constitutional amendment process. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the principles, functions, and organization of government.</p> <p>Access Points:</p>

	<ul style="list-style-type: none"> • SS.7.C.3.In.e: Identify steps to amending the Constitution. • SS.7.C.3.Su.e: Identify that the Constitution can be changed by amendments. • SS.7.C.3.Pa.e: Recognize that the government can change laws.
<p>SS.7.C.3.6 :</p>	<p>Evaluate Constitutional rights and their impact on individuals and society. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the principles, functions, and organization of government.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.C.3.In.f: Identify the rights of individuals provided by the Constitution and Bill of Rights. • SS.7.C.3.Su.f: Recognize the rights of individuals provided by the Constitution and Bill of Rights. • SS.7.C.3.Pa.f: Recognize individual rights provided by the government.
<p>SS.7.C.3.7 :</p>	<p>Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the principles, functions, and organization of government.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.C.3.In.g: Identify ways amendments to the United States Constitution have promoted the full participation of minority groups in American democracy, such as the abolition of slavery, the right to vote, and nondiscrimination on account of race. • SS.7.C.3.Su.g: Recognize that amendments to the United States Constitution promoted the full participation of minority groups in American democracy, such as the right to vote and nondiscrimination on account of race. • SS.7.C.3.Pa.g: Recognize that American citizens have the right to vote.

<p><u>SS.7.C.3.8 :</u></p>	<p>Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the principles, functions, and organization of government.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.7.C.3.In.h:</u> Identify the major function of the three branches of the United States government established by the Constitution. • <u>SS.7.C.3.Su.h:</u> Recognize the major function of the three branches of the United States government. • <u>SS.7.C.3.Pa.h:</u> Recognize that the United States government has three parts.
<p><u>SS.7.C.3.9 :</u></p>	<p>Illustrate the law making process at the local, state, and federal levels.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the principles, functions, and organization of government.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.7.C.3.In.i:</u> Identify how government makes a law. • <u>SS.7.C.3.Su.i:</u> Recognize how government makes a law. • <u>SS.7.C.3.Pa.i:</u> Recognize that the government makes laws.
<p><u>SS.7.C.4.1 :</u></p>	<p>Differentiate concepts related to United States domestic and foreign policy.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of contemporary issues in world affairs, and evaluate the role and impact of United States foreign policy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.7.C.4.In.a:</u> Identify that the United States government creates domestic policy to guide decisions at home and foreign policy to guide decisions in foreign countries. • <u>SS.7.C.4.Su.a:</u> Recognize that the United States government solves problems at home (domestic policies) and in other countries (foreign policies). • <u>SS.7.C.4.Pa.a:</u> Recognize that the government solves

	<p>problems.</p>
<p>SS.7.C.4.2 :</p>	<p>Recognize government and citizen participation in international organizations. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of contemporary issues in world affairs, and evaluate the role and impact of United States foreign policy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.C.4.In.b: Identify ways the United States works with other nations through international organizations, such as the United Nations, Peace Corps, and World Health Organization. • SS.7.C.4.Su.b: Recognize that the United States assists other nations, such as providing aid through the United Nations and Peace Corps. • SS.7.C.4.Pa.b: Recognize that the United States helps other countries. <p>Remarks/Examples</p> <p>Examples are United Nations, NATO, Peace Corps, World Health Organization, World Trade Organization, International Court of Justice.</p>
<p>SS.7.C.4.3 :</p>	<p>Describe examples of how the United States has dealt with international conflicts. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of contemporary issues in world affairs, and evaluate the role and impact of United States foreign policy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.C.4.In.c: Identify how the United States has been involved in an international conflict. • SS.7.C.4.Su.c: Recognize that the United States has been involved in an international conflict. • SS.7.C.4.Pa.c: Recognize an international conflict.
<p>SS.7.E.1.1 :</p>	<p>Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the development of</p>

	<p>a market economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.E.1.In.a: Identify major characteristics of market (buyers/sellers) and mixed (buyers/sellers and government-controlled) economies. • SS.7.E.1.Su.a: Recognize characteristics of a market (buyers/sellers) economy. • SS.7.E.1.Pa.a: Recognize people use money to purchase goods and services.
<p>SS.7.E.1.2 :</p>	<p>Discuss the importance of borrowing and lending in the United States, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the development of a market economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.E.1.In.b: Identify differences in borrowing and lending money, including the use of credit. • SS.7.E.1.Su.b: Recognize differences in borrowing and lending money. • SS.7.E.1.Pa.b: Recognize the difference between a loan and a gift.
<p>SS.7.E.1.3 :</p>	<p>Review the concepts of supply and demand, choice, scarcity, and opportunity cost as they relate to the development of the mixed market economy in the United States. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the development of a market economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.E.1.In.c: Identify common examples of the concepts of supply and demand, choice, scarcity, and opportunity cost. • SS.7.E.1.Su.c: Recognize common examples of the concepts of supply and demand, choice, and scarcity. • SS.7.E.1.Pa.c: Recognize an example of choice and scarcity.

<p><u>SS.7.E.1.4 :</u></p>	<p>Discuss the function of financial institutions in the development of a market economy. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the development of a market economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.7.E.1.In.d:</u> Identify different kinds of accounts and services provided by banks or other financial institutions. • <u>SS.7.E.1.Su.d:</u> Recognize common accounts provided by banks or other financial institutions. • <u>SS.7.E.1.Pa.d:</u> Recognize that a bank is a place to save money.
<p><u>SS.7.E.1.5 :</u></p>	<p>Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the development of a market economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.7.E.1.In.e:</u> Identify that profit and incentives motivate people and businesses to work harder. • <u>SS.7.E.1.Su.e:</u> Recognize that incentives motivate people to work. • <u>SS.7.E.1.Pa.e:</u> Recognize an incentive for completing work.
<p><u>SS.7.E.1.6 :</u></p>	<p>Compare the national budget process to the personal budget process. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the development of a market economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.7.E.1.In.f:</u> Identify an individual budget and how personal needs are used to develop it. • <u>SS.7.E.1.Su.f:</u> Recognize the parts of a budget and how personal needs are used to develop it. • <u>SS.7.E.1.Pa.f:</u> Recognize a plan (budget) to use resources, such as time, money, or materials.

	<p>Remarks/Examples</p> <p>Prepare an individual budget which includes housing, food, leisure, communication, and miscellaneous categories and compare that to federal government budget allocations.</p>
<p>SS.7.E.2.1 :</p>	<p>Explain how federal, state, and local taxes support the economy as a function of the United States government. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.E.2.In.a: Identify how federal and local taxes are used by the government. • SS.7.E.2.Su.a: Recognize how taxes are used by the government. • SS.7.E.2.Pa.a: Recognize that taxes pay for services.
<p>SS.7.E.2.2 :</p>	<p>Describe the banking system in the United States and its impact on the money supply. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.E.2.In.b: Identify that the banking system in the United States controls the money supply and interest rates. • SS.7.E.2.Su.b: Recognize that the banking system in the United States controls money. • SS.7.E.2.Pa.b: Associate banks with money. <p>Remarks/Examples</p> <p>Examples are the Federal Reserve System and privately owned banks.</p>
<p>SS.7.E.2.3 :</p>	<p>Identify and describe United States laws and regulations adopted to promote economic competition. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.E.2.In.c: Identify that there are laws that affect the economy, such as anti-monopoly or patent laws. • SS.7.E.2.Su.c: Recognize that there are laws that affect the economy, such as patent laws. • SS.7.E.2.Pa.c: Recognize that businesses must follow rules.
<p>SS.7.E.2.4 :</p>	<p>Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.E.2.In.d: Identify people from diverse backgrounds who have created successful businesses. • SS.7.E.2.Su.d: Recognize people from diverse backgrounds who have created successful businesses. • SS.7.E.2.Pa.d: Recognize that people create businesses.
<p>SS.7.E.2.5 :</p>	<p>Explain how economic institutions impact the national economy. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.E.2.In.e: Identify an impact that financial institutions have on the national economy, such as the stock market, banks, and credit unions. • SS.7.E.2.Su.e: Recognize that financial institutions impact the national economy, such as banks and credit unions. • SS.7.E.2.Pa.e: Associate banks with money. <p>Remarks/Examples</p> <hr/> <p>Examples are the stock market, banks, credit unions.</p>
<p>SS.7.E.3.1 :</p>	<p>Explain how international trade requires a system for exchanging currency between and among nations. Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p>

	<p>Belongs to: Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.E.3.In.a: Recognize that currencies from different countries can be exchanged for trade. • SS.7.E.3.Su.a: Recognize that countries use different types of currency for trade. • SS.7.E.3.Pa.a: Recognize coins or bills from the United States.
<p>SS.7.E.3.2 :</p>	<p>Assess how the changing value of currency affects trade of goods and services between nations.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.E.3.In.b: Recognize that currencies from different countries can be exchanged for trade. • SS.7.E.3.Su.b: Recognize that countries use different types of currency for trade. • SS.7.E.3.Pa.b: Recognize coins or bills from the United States.
<p>SS.7.E.3.3 :</p>	<p>Compare and contrast a single resource economy with a diversified economy.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.E.3.In.c: Identify differences between a single resource economy and a diversified economy. • SS.7.E.3.Su.c: Recognize a difference between a single resource economy and a diversified economy. • SS.7.E.3.Pa.c: Recognize a product of an economy.
<p>SS.7.E.3.4 :</p>	<p>Compare and contrast the standard of living in various countries today to that of the United States using gross domestic product (GDP) per capita as an indicator.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p>

	<p>Belongs to: Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.E.3.In.d: Identify characteristics of the standard of living in the United States and other countries. • SS.7.E.3.Su.d: Recognize characteristics of the standard of living in the United States. • SS.7.E.3.Pa.d: Recognize that some people have more than others.
<p>SS.7.G.1.1 :</p>	<p>Locate the fifty states and their capital cities in addition to the nation's capital on a map.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Understand how to use maps and other geographic representations, tools, and technology to report information.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.G.1.In.a: Locate selected states, capitals, and the nation's capital on a map. • SS.7.G.1.Su.a: Locate selected states and their capitals on a map. • SS.7.G.1.Pa.a: Locate the United States on a map.
<p>SS.7.G.1.2 :</p>	<p>Locate on a world map the territories and protectorates of the United States of America.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Understand how to use maps and other geographic representations, tools, and technology to report information.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.G.1.In.b: Locate on a world map selected United States territories, such as Guam, U.S. Virgin Islands, and Puerto Rico. • SS.7.G.1.Su.b: Locate on a world map a United States territory, such as Guam, U.S. Virgin Islands, or Puerto Rico. • SS.7.G.1.Pa.b: Locate the United States on a map. <p>Remarks/Examples</p> <p>Examples are American Samoa, Guam, Puerto Rico, U.S.</p>

	Virgin Islands.
<p><u>SS.7.G.1.3</u> :</p>	<p>Interpret maps to identify geopolitical divisions and boundaries of places in North America. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: <u>Understand how to use maps and other geographic representations, tools, and technology to report information.</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.7.G.1.In.c</u>: Identify the divisions and boundaries of places in North America, including the United States, Canada, Mexico, and Central America. • <u>SS.7.G.1.Su.c</u>: Identify the boundaries of United States, Canada, and Mexico on a map. • <u>SS.7.G.1.Pa.c</u>: Locate the United States on a map.
<p><u>SS.7.G.2.1</u> :</p>	<p>Locate major cultural landmarks that are emblematic of the United States. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: <u>Understand physical and cultural characteristics of places.</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.7.G.2.In.a</u>: Recognize major cultural landmarks that are emblematic of the United States, such as the Statue of Liberty, White House, and Mount Rushmore. • <u>SS.7.G.2.Su.a</u>: Recognize a major cultural landmark that is emblematic of the United States, such as the Statue of Liberty or the White House. • <u>SS.7.G.2.Pa.a</u>: Associate a major cultural landmark with the United States, such as the Statue of Liberty. <p>Remarks/Examples</p> <p>Examples are Statue of Liberty, White House, Mount Rushmore, Capitol, Empire State Building, Gateway Arch, Independence Hall, Alamo, Hoover Dam.</p>
<p><u>SS.7.G.2.2</u> :</p>	<p>Locate major physical landmarks that are emblematic of the United States. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: <u>Understand physical and cultural characteristics of places.</u></p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.G.2.In.b: Locate selected major physical landmarks that are emblematic of the United States, such as the Grand Canyon, Everglades, Great Salt Lake, and Great Plains. • SS.7.G.2.Su.b: Locate a major physical landmark that is emblematic of the United States, such as the Grand Canyon, Everglades, Great Salt Lake, or Great Plains. • SS.7.G.2.Pa.b: Associate a major physical landmark with the United States, such as the Grand Canyon. <p>Remarks/Examples</p> <p>Examples are Grand Canyon, Mt. Denali, Everglades, Great Salt Lake, Mississippi River, Great Plains.</p>
<p>SS.7.G.2.3 :</p>	<p>Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand physical and cultural characteristics of places.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.G.2.In.c: Identify how major physical characteristics, climate, and location have influenced settlement and the economy in the United States. • SS.7.G.2.Su.c: Recognize major physical characteristics, climate, and location that have influenced settlement and the economy in the United States. • SS.7.G.2.Pa.c: Recognize how a physical characteristic of a location affects people.
<p>SS.7.G.2.4 :</p>	<p>Describe current major cultural regions of North America.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand physical and cultural characteristics of places.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.G.2.In.d: Recognize major cultural regions of the United States, such as the South, West Coast, and Midwest. • SS.7.G.2.Su.d: Recognize a major cultural region of the United

	<p>States, such as the South.</p> <ul style="list-style-type: none"> • SS.7.G.2.Pa.d: Recognize a characteristic of culture in North America. <p>Remarks/Examples</p> <hr/> <p>Examples are the South, Rust-belt, Silicon Valley.</p>
<p>SS.7.G.3.1 :</p>	<p>Use maps to describe the location, abundance, and variety of natural resources in North America. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the relationships between the Earth's ecosystems and the populations that dwell within them.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.G.3.In.a: Use maps to identify natural resources in North America. • SS.7.G.3.Su.a: Use maps to recognize natural resources in North America. • SS.7.G.3.Pa.a: Use a pictorial map to recognize a natural resource.
<p>SS.7.G.4.1 :</p>	<p>Use geographic terms and tools to explain cultural diffusion throughout North America. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the characteristics, distribution, and migration of human populations.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.G.4.In.a: Use geographic terms and tools to identify different cultures in North America. • SS.7.G.4.Su.a: Use geographic tools to recognize a different culture in North America. • SS.7.G.4.Pa.a: Use a geographic tool to recognize a characteristic of culture in North America.
<p>SS.7.G.4.2 :</p>	<p>Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the characteristics, distribution, and migration of human populations.</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.G.4.In.b: Use maps and other geographic tools to identify different population groups of the United States. • SS.7.G.4.Su.b: Use maps and other geographic tools to recognize a population group of the United States. • SS.7.G.4.Pa.b: Use a geographic tool to recognize a characteristic of culture in North America.
<p>SS.7.G.5.1 :</p>	<p>Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand how human actions can impact the environment.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.G.5.In.a: Use a map to display information about issues of conservation or ecology in the local community. • SS.7.G.5.Su.a: Use a map to display information about an issue of conservation or ecology in the local community. • SS.7.G.5.Pa.a: Use a map to display information about the local environment. <p>Remarks/Examples</p> <hr/> <p>Examples are tri-county mangrove decimation, beach erosion.</p>
<p>SS.7.G.6.1 :</p>	<p>Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand how to apply geography to interpret the past and present and plan for the future.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.7.G.6.In.a: Use a form of technology to locate and view maps with current information about the United States, such as population density. • SS.7.G.6.Su.a: Use a form of technology to view maps with current information about a region of the United States, such as population maps.

	<ul style="list-style-type: none"> • SS.7.G.6.Pa.a: Use technology to view information about the United States. <p>Remarks/Examples</p> <p>Examples are population density, changes in census data, and district reapportionment over time.</p>
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RELATED GLOSSARY TERM DEFINITIONS (2)

Discount:	An amount that is subtracted from the regular price of an item.
Percent:	Per hundred; a special ratio in which the denominator is always 100. The language of percent may change depending on the context. The most common use is in part-whole contexts, for example, where a subset is 40 percent of another set. A second use is change contexts, for example, a set increases or decreases in size by 40 percent to become 140% or 60% of its original size. A third use involves comparing two sets, for example set A is 40% of the size of set B, in other words, set B is 250 percent of set A.



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Course: Health: 6-8- 7820020

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BASIC INFORMATION

Course Title:	Health: 6-8
Course Number:	7820020
Course Abbreviated Title:	HEALTH: 6-8
Course Path:	Section: Exceptional Student Education Grade Group: Middle/Junior High Subject: Academics - Subject Areas
Status:	Draft - Board Approval Pending
General Notes:	<p>A. Major Concepts/Content. The purpose of this course is to provide a general knowledge of the concepts of health to enable students with disabilities to function at their highest levels, participate effectively in the community, and prepare for a career.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none">• physical, mental, and emotional aspects of human growth and development• nutritional needs of the human body• physical exercise and fitness• interpersonal relationships and responsibilities• diseases and disorders that affect the human body system• substance abuse• safety and first aid• community resources for health care <p>This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:</p>

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

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

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

This course is designed to reflect, but not replicate, many of the requirements for Grades 6-8 health in the basic education program. For students who are preparing to pursue a standard diploma, course requirements should incorporate content and benchmarks from the Sunshine State Standards for Health, Grades 6-8.

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

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

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

Any student whose parents or guardian make a written request to

	<p>the school principal shall be exempt from instructional activities regarding HIV/AIDS or human sexuality. Course requirements for HIV/AIDS and human sexuality shall not interfere with the local determination of appropriate curriculum which reflects local values and concerns.</p>
<p>Version Requirements:</p>	<p>C. Course Requirements. These requirements reflect, but are not limited to, the benchmarks from the State Standards for Special Diploma that are most relevant to this course. Students are expected to make progress, but are not required to master benchmarks listed for this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the State Standards for Special Diploma.</p> <p>After successfully completing this course, the student will:</p> <ol style="list-style-type: none"> 1. Demonstrate awareness of major stages of life including the physical, mental, and emotional changes that occur during growth and development. IF.A.1.In.2 complete personal care, health, and fitness activities. IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support. 3. Demonstrate awareness of nutritional values of food and the relationship to personal health (e.g., diets, eating habits, menu planning). IF.A.1.In.2 complete personal care, health, and fitness activities. IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support. 4. Demonstrate awareness of the importance of exercise and planned fitness programs for maintaining personal physical health. IF.A.1.In.2 complete personal care, health, and fitness activities. IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support. 5. Demonstrate awareness of individual responsibilities for

promoting positive interpersonal relationships with peers, family members, and adults. SE.A.2.In.1 interact acceptably with others within the course of social, vocational, and community living.

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

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

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

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

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

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

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

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

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

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

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

IF.B.2.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.

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

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

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

9. **Demonstrate appropriate decision making skills in the area of physical and mental health.**

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

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

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

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

10. **Demonstrate basic first aid skills.**

11. **Demonstrate awareness of sources of reliable health information and services.**

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

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

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

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

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

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

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

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

14. **Demonstrate knowledge of the application of health concepts and processes in personal life and the world of work.**

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

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

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

the workplace.

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



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Course: 7820017 Access M/J Comprehensive Science 3-

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BASIC INFORMATION

Course Title:	Access M/J Comprehensive Science 3
Course Number:	7820017
Course Abbreviated Title:	ACCESS M/J COMPSCI 3
Course Path:	Section: Exceptional Student Education Grade Group: Middle/Junior High Subject: Academics - Subject Areas
Number of Credits:	NA
Course length:	Year (Y)
Course Type:	Core
Status:	State Board Approved
Requires Highly Qualified Teacher(HQT)?	Yes
Course Size?	Yes
No Child Left Behind (NCLB)?	Yes
General Notes:	Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent), which reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are

intentionally designed to foster high expectations for students with significant cognitive disabilities.

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

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

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

Through observation, inquiry, and data collection, students will study the nature, dynamics, and interdependence of:

- Earth in space and time - Plant and animal systems - System interdependence - Scientific method - Properties of matter - Composition of matter

Observing and understanding the fundamental characteristics of these phenomena assist in predicting the outcome of actions and events, such as: daily, seasonal, and annual patterns; the symbiotic nature of life systems; how to make, execute, and evaluate a replicable plan; and the nature of matter and how it interacts in predictable ways.

RELATED ACCESS POINTS: Independent(35) Supported(31) Participatory(20) Core Content Connector(0)

<p><u>SC.8.E.5.1 :</u></p>	<p>Recognize that there are enormous distances between objects in space and apply our knowledge of light and space travel to understand this distance.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Earth in Space and Time</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.8.E.5.In.1:</u> Compare the distances of the Moon, the Sun, and other stars from the Earth. • <u>SC.8.E.5.Su.1:</u> Identify the relative positions of the Sun and the Moon from Earth. • <u>SC.8.E.5.Pa.1:</u> Recognize that the Moon is closer to Earth than the Sun.
<p><u>SC.8.E.5.10 :</u></p>	<p>Assess how technology is essential to science for such purposes as access to outer space and other remote locations, sample collection, measurement, data collection and storage, computation, and communication of information.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Earth in Space and Time</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.8.E.5.In.11:</u> Identify technology used by scientists to locate, view, and study objects in space. • <u>SC.8.E.5.Su.8:</u> Recognize that scientists use special tools to examine objects in space. • <u>SC.8.E.5.Pa.4:</u> Recognize a technology tool created for space exploration and adapted for personal use, such as computers, telescopes, or satellites. <p>Remarks/Examples</p> <hr/> <p>CCSS Connections: MACC.K12.MP.5: Use appropriate tools strategically; and, MACC.K12.MP.6: Attend to precision.</p>

<p><u>SC.8.E.5.11</u> :</p>	<p>Identify and compare characteristics of the electromagnetic spectrum such as wavelength, frequency, use, and hazards and recognize its application to an understanding of planetary images and satellite photographs.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: <u>Earth in Space and Time</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.8.E.5.In.12</u>: Recognize that technology allows special cameras and satellites to take pictures of objects in space. • <u>SC.8.E.5.Su.8</u>: Recognize that scientists use special tools to examine objects in space. • <u>SC.8.E.5.Pa.4</u>: Recognize a technology tool created for space exploration and adapted for personal use, such as computers, telescopes, or satellites.
<p><u>SC.8.E.5.12</u> :</p>	<p>Summarize the effects of space exploration on the economy and culture of Florida.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: <u>Earth in Space and Time</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.8.E.5.In.13</u>: Identify effects of space research and exploration on Florida’s economy. • <u>SC.8.E.5.Su.9</u>: Identify an effect space exploration has had on Florida’s economy. • <u>SC.8.E.5.Pa.4</u>: Recognize a technology tool created for space exploration and adapted for personal use, such as computers, telescopes, or satellites.
<p><u>SC.8.E.5.2</u> :</p>	<p>Recognize that the universe contains many billions of galaxies and that each galaxy contains many billions of stars.</p> <p>Cognitive Complexity: Level 1: Recall Date Adopted or Revised: 02/08 Belongs to: <u>Earth in Space and Time</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.8.E.5.In.2</u>: Identify that the Earth and Sun are a part of the Milky Way galaxy.

	<ul style="list-style-type: none"> • SC.8.E.5.Su.2: Recognize that the Solar System is part of a galaxy. • SC.8.E.5.Pa.1: Recognize that the Moon is closer to Earth than the Sun.
<p>SC.8.E.5.3 :</p>	<p>Distinguish the hierarchical relationships between planets and other astronomical bodies relative to solar system, galaxy, and universe, including distance, size, and composition.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Earth in Space and Time</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.8.E.5.In.3: Identify Earth’s position in the Solar System, and its size relative to the Moon and Sun. • SC.8.E.5.Su.3: Identify that there are planets and moons in the Solar System. • SC.8.E.5.Pa.1: Recognize that the Moon is closer to Earth than the Sun.
<p>SC.8.E.5.4 :</p>	<p>Explore the Law of Universal Gravitation by explaining the role that gravity plays in the formation of planets, stars, and solar systems and in determining their motions.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Earth in Space and Time</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.8.E.5.In.4: Identify gravity as the force that holds orbiting planets in place in the Solar System. • SC.8.E.5.Su.3: Identify that there are planets and moons in the Solar System. • SC.8.E.5.Pa.1: Recognize that the Moon is closer to Earth than the Sun.
<p>SC.8.E.5.5 :</p>	<p>Describe and classify specific physical properties of stars: apparent magnitude (brightness), temperature (color), size, and luminosity (absolute brightness).</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08</p>

	<p>Belongs to: Earth in Space and Time</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.8.E.5.In.5: Identify differences in physical properties of stars, such as brightness, color, and size. • SC.8.E.5.Su.4: Recognize that the Sun is the closest star to Earth and appears large and bright. • SC.8.E.5.Pa.2: Recognize the Sun and stars as objects in space.
<p>SC.8.E.5.6 :</p>	<p>Create models of solar properties including: rotation, structure of the Sun, convection, sunspots, solar flares, and prominences. Cognitive Complexity: Level 1: Recall Date Adopted or Revised: 02/08 Belongs to: Earth in Space and Time</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.8.E.5.In.6: Describe the Sun as a mass of hot, burning gases that produces very high temperatures. • SC.8.E.5.Su.5: Recognize that the Sun is made of gases that are on fire. • SC.8.E.5.Pa.2: Recognize the Sun and stars as objects in space. <p>Remarks/Examples</p> <hr/> <p>CCSS Connections: MACC.K12.MP.4: Model with mathematics; and MACC.K12.MP.7: Look for and make use of structure.</p>
<p>SC.8.E.5.7 :</p>	<p>Compare and contrast the properties of objects in the Solar System including the Sun, planets, and moons to those of Earth, such as gravitational force, distance from the Sun, speed, movement, temperature, and atmospheric conditions. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Earth in Space and Time</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.8.E.5.In.7: Compare conditions on other planets in the Solar System to those on Earth, such as gravity, temperature, and atmosphere.

	<ul style="list-style-type: none"> • SC.8.E.5.Su.6: Recognize that conditions on other planets in the Solar System are different than those on Earth. • SC.8.E.5.Pa.2: Recognize the Sun and stars as objects in space.
<p>SC.8.E.5.8 :</p>	<p>Compare various historical models of the Solar System, including geocentric and heliocentric. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Earth in Space and Time</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.8.E.5.In.8: Identify that long ago people thought the Sun traveled around Earth (geocentric model) until scientists proved otherwise. • SC.8.E.5.Su.3: Identify that there are planets and moons in the Solar System. • SC.8.E.5.Pa.1: Recognize that the Moon is closer to Earth than the Sun. <p>Remarks/Examples</p> <hr/> <p>CCSS Connections: MACC.K12.MP.4: Model with mathematics.</p>
<p>SC.8.E.5.9 :</p>	<p>Explain the impact of objects in space on each other including:</p> <ol style="list-style-type: none"> 1. the Sun on the Earth including seasons and gravitational attraction 2. the Moon on the Earth, including phases, tides, and eclipses, and the relative position of each body. <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Earth in Space and Time</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.8.E.5.In.9: Recognize that the four seasons are related to Earth's position as it travels (revolves) around the Sun. • SC.8.E.5.In.10: Recognize that the Moon's revolution around the Earth takes about thirty days.

	<ul style="list-style-type: none"> • SC.8.E.5.Su.7: Recognize that Earth revolves around the Sun creating the four seasons. • SC.8.E.5.Pa.3: Recognize the four seasons.
<p>SC.8.L.18.1 :</p>	<p>Describe and investigate the process of photosynthesis, such as the roles of light, carbon dioxide, water and chlorophyll; production of food; release of oxygen.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Matter and Energy Transformations</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.8.L.18.In.1: Identify structures in plants that enable them to use the energy from the Sun to make their own food through a process called photosynthesis. • SC.8.L.18.Su.1: Recognize that plants make their own food through a process called photosynthesis. • SC.8.L.18.Pa.1: Recognize that plants need water and light to grow.
<p>SC.8.L.18.2 :</p>	<p>Describe and investigate how cellular respiration breaks down food to provide energy and releases carbon dioxide.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Matter and Energy Transformations</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.8.L.18.In.2: Recognize that cells break down food to release energy. • SC.8.L.18.Su.2: Recognize that plants and animals get energy from food. • SC.8.L.18.Pa.2: Recognize that food provides energy.
<p>SC.8.L.18.3 :</p>	<p>Construct a scientific model of the carbon cycle to show how matter and energy are continuously transferred within and between organisms and their physical environment.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Matter and Energy Transformations</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • SC.8.L.18.In.3: Illustrate a model that shows how carbon is cycled between plants and animals. • SC.8.L.18.Su.3: Recognize that plants use the carbon dioxide that animals breathe out. • SC.8.L.18.Pa.2: Recognize that food provides energy. <p>Remarks/Examples</p> <hr/> <p>CCSS Connections: MACC.K12.MP.4: Model with mathematics.</p>
<p>SC.8.L.18.4 :</p>	<p>Cite evidence that living systems follow the Laws of Conservation of Mass and Energy. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Matter and Energy Transformations</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.8.L.18.In.4: Identify the flow of energy from the Sun as it is transferred along a food chain. • SC.8.L.18.Su.4: Recognize that plants get energy from the Sun and that energy is transferred to the animals that eat the plants. • SC.8.L.18.Pa.2: Recognize that food provides energy.
<p>SC.8.N.1.1 :</p>	<p>Define a problem from the eighth grade curriculum using appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: The Practice of Science</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.8.N.1.In.1: Identify a problem from the eighth grade curriculum, use reference materials to gather information, carry out an experiment, collect and record data, and report results.

	<ul style="list-style-type: none"> • SC.8.N.1.Su.1: Recognize a problem from the eighth grade curriculum, use materials to gather information, conduct a simple experiment, and record and share results. • SC.8.N.1.Pa.1: Recognize a problem related to the eighth grade curriculum, observe and explore objects and activities, and recognize a solution.
<p>SC.8.N.1.2 :</p>	<p>Design and conduct a study using repeated trials and replication. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: The Practice of Science</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.8.N.1.In.1: Identify a problem from the eighth grade curriculum, use reference materials to gather information, carry out an experiment, collect and record data, and report results. • SC.8.N.1.Su.1: Recognize a problem from the eighth grade curriculum, use materials to gather information, conduct a simple experiment, and record and share results. • SC.8.N.1.Pa.1: Recognize a problem related to the eighth grade curriculum, observe and explore objects and activities, and recognize a solution.
<p>SC.8.N.1.3 :</p>	<p>Use phrases such as "results support" or "fail to support" in science, understanding that science does not offer conclusive 'proof' of a knowledge claim. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: The Practice of Science</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.8.N.1.In.1: Identify a problem from the eighth grade curriculum, use reference materials to gather information, carry out an experiment, collect and record data, and report results. • SC.8.N.1.Su.1: Recognize a problem from the eighth grade curriculum, use materials to gather information, conduct a simple experiment, and record and share results. • SC.8.N.1.Pa.1: Recognize a problem related to the eighth grade curriculum, observe and explore objects and activities,

	<p>and recognize a solution.</p>
<p><u>SC.8.N.1.4 :</u></p>	<p>Explain how hypotheses are valuable if they lead to further investigations, even if they turn out not to be supported by the data. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: The Practice of Science</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.8.N.1.In.2:</u> Identify a possible explanation (hypothesis) for a science problem. • <u>SC.8.N.1.Su.2:</u> Recognize a possible explanation (hypothesis) for a science problem. • <u>SC.8.N.1.Pa.2:</u> Recognize science as a way to solve problems about the natural world.
<p><u>SC.8.N.1.5 :</u></p>	<p>Analyze the methods used to develop a scientific explanation as seen in different fields of science. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: The Practice of Science</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.8.N.1.In.3:</u> Identify methods used in different areas of science, such as life science, earth and space science, and physical science. • <u>SC.8.N.1.Su.3:</u> Recognize methods used in different areas of science, such as life science, earth and space science, and physical science. • <u>SC.8.N.1.Pa.2:</u> Recognize science as a way to solve problems about the natural world.
<p><u>SC.8.N.1.6 :</u></p>	<p>Understand that scientific investigations involve the collection of relevant empirical evidence, the use of logical reasoning, and the application of imagination in devising hypotheses, predictions, explanations and models to make sense of the collected evidence. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: The Practice of Science</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • SC.8.N.1.In.4: Identify that the process used in scientific investigations involves asking a research question, forming a hypothesis, reviewing what is already known, collecting evidence through observations or experiments, determining results, and reaching conclusions. • SC.8.N.1.Su.4: Recognize that the basic process used in scientific investigations involves questioning, observing, and recording and sharing results. • SC.8.N.1.Pa.2: Recognize science as a way to solve problems about the natural world. <p>Remarks/Examples</p> <hr/> <p>CCSS Connections: MACC.K12.MP.4: Model with mathematics.</p>
<p>SC.8.N.2.1 :</p>	<p>Distinguish between scientific and pseudoscientific ideas. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: The Characteristics of Scientific Knowledge</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.8.N.2.In.1: Identify that scientific knowledge must be supported by evidence. • SC.8.N.2.Su.1: Recognize examples of evidence that supports scientific knowledge. • SC.8.N.2.Pa.1: Recognize an example of observable evidence related to science. <p>Remarks/Examples</p> <hr/> <p>Science is testable, pseudo-science is not; science seeks falsifications, pseudo-science seeks confirmations (e.g. astrology is pseudoscience).</p>
<p>SC.8.N.2.2 :</p>	<p>Discuss what characterizes science and its methods. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: The Characteristics of Scientific Knowledge</p> <p>Access Points:</p>

	<ul style="list-style-type: none"> • SC.8.N.2.In.1: Identify that scientific knowledge must be supported by evidence. • SC.8.N.2.Su.1: Recognize examples of evidence that supports scientific knowledge. • SC.8.N.2.Pa.1: Recognize an example of observable evidence related to science. <p>Remarks/Examples</p> <hr/> <p>Science is the systematic, organized inquiry that is derived from observations and experimentation that can be verified through testing to explain natural phenomena.</p>
<p>SC.8.N.3.1 :</p>	<p>Select models useful in relating the results of their own investigations.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: The Role of Theories, Laws, Hypotheses, and Models</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.8.N.3.In.1: Identify models used in the context of one’s own study of science. • SC.8.N.3.Su.1: Recognize models used in the context of one’s own study of science. • SC.8.N.3.Pa.1: Associate a model with an activity used in the context of one’s own study of science. <p>Remarks/Examples</p> <hr/> <p>CCSS Connections: MACC.K12.MP.4: Model with mathematics.</p>
<p>SC.8.N.3.2 :</p>	<p>Explain why theories may be modified but are rarely discarded.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: The Role of Theories, Laws, Hypotheses, and Models</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.8.N.3.In.2: Identify that scientific theories can change. • SC.8.N.3.Su.2: Recognize that scientific theories can change. • SC.8.N.3.Pa.2: Observe and recognize a cause-effect relationship related to a science topic.

SC.8.N.4.1 :

Explain that science is one of the processes that can be used to inform decision making at the community, state, national, and international levels.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 02/08

Belongs to: [Science and Society](#)

Access Points:

- **SC.8.N.4.In.1:** Identify ways that science processes can be used to make informed decisions in the community, state, and nation.
- **SC.8.N.4.Su.1:** Recognize that science processes can be used to help people in the community and state make wise choices.
- **SC.8.N.4.Pa.1:** Recognize a way science is used in the community.

SC.8.N.4.2 :

Explain how political, social, and economic concerns can affect science, and vice versa.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 02/08

Belongs to: [Science and Society](#)

Access Points:

- **SC.8.N.4.In.1:** Identify ways that science processes can be used to make informed decisions in the community, state, and nation.
- **SC.8.N.4.Su.1:** Recognize that science processes can be used to help people in the community and state make wise choices.
- **SC.8.N.4.Pa.1:** Recognize a way science is used in the community.

SC.8.P.8.1 :

Explore the scientific theory of atoms (also known as atomic theory) by using models to explain the motion of particles in solids, liquids, and gases.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 02/08

Belongs to: [Properties of Matter](#)

Access Points:

	<ul style="list-style-type: none"> • SC.8.P.8.In.1: Compare properties of solids, liquids, and gases. • SC.8.P.8.Su.1: Recognize three states of matter, including solids, liquids, and gases. • SC.8.P.8.Pa.1: Recognize examples of the gaseous state of matter, such as steam or smoke. <p>Remarks/Examples</p> <p>Recognize that matter is composed of discrete units called atoms and atoms are composed of sub-atomic particles called protons, neutrons, and electrons. Solid is the state in which intermolecular attractions keep the molecules in fixed spatial relationships. Liquid is the state in which intermolecular attractions keep molecules in proximity, but not in fixed relationships. Gas is the state in which molecules are comparatively separated and intermolecular attractions have relatively little effect on their respective motions.</p> <p>CCSS Connections: MACC.K12.MP.4: Model with mathematics.</p>
<p>SC.8.P.8.2 :</p>	<p>Differentiate between weight and mass recognizing that weight is the amount of gravitational pull on an object and is distinct from, though proportional to, mass.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08</p> <p>Belongs to: Properties of Matter</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.8.P.8.In.2: Recognize that the weight of an object is related to the pull of gravity. • SC.8.P.8.Su.2: Compare the weight of different sized objects. • SC.8.P.8.Pa.2: Recognize the heavier of two objects.
<p>SC.8.P.8.3 :</p>	<p>Explore and describe the densities of various materials through measurement of their masses and volumes.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08</p> <p>Belongs to: Properties of Matter</p> <p>Access Points:</p>

	<ul style="list-style-type: none"> • SC.8.P.8.In.3: Observe and compare the density of various materials. • SC.8.P.8.Su.3: Recognize that smaller objects can weigh more than bigger objects because of density. • SC.8.P.8.Pa.1: Recognize examples of the gaseous state of matter, such as steam or smoke. <p>Remarks/Examples</p> <p>CCSS Connections: MACC.K12.MP.5: Use appropriate tools strategically; and, MACC.K12.MP.6: Attend to precision.</p>
<p>SC.8.P.8.4 :</p>	<p>Classify and compare substances on the basis of characteristic physical properties that can be demonstrated or measured; for example, density, thermal or electrical conductivity, solubility, magnetic properties, melting and boiling points, and know that these properties are independent of the amount of the sample. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Properties of Matter</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.8.P.8.In.4: Observe and compare substances based on their physical properties, such as thermal and electrical conductivity, solubility, or magnetic properties. • SC.8.P.8.Su.4: Observe and compare substances by physical properties, such as weight, size, boiling and melting points, and magnetic properties. • SC.8.P.8.Pa.3: Recognize substances by physical properties, such as weight (heavy and light), size (big and small), and temperature (hot and cold). <p>Remarks/Examples</p> <p>CCSS Connections: MACC.K12.MP.5: Use appropriate tools strategically; and, MACC.K12.MP.6: Attend to precision.</p>
<p>SC.8.P.8.5 :</p>	<p>Recognize that there are a finite number of elements and that their atoms combine in a multitude of ways to produce compounds that make up all of the living and nonliving things that we encounter. Cognitive Complexity: Level 1: Recall Date Adopted or Revised: 02/08 Belongs to: Properties of Matter</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • SC.8.P.8.In.5: Recognize that common elements combine in different ways to make up all living and nonliving things. • SC.8.P.8.Su.5: Recognize that parts of matter can be separated in tiny particles. • SC.8.P.8.Pa.5: Separate a mixture into its parts. <p>Remarks/Examples</p> <p>Demonstrate with atomic models how atoms can combine in many ways. Explain why there are many, but limited, combinations. Use models to demonstrate the conservation of mass in modeled chemical reactions.</p>
<p>SC.8.P.8.6 :</p>	<p>Recognize that elements are grouped in the periodic table according to similarities of their properties. Cognitive Complexity: Level 1: Recall Date Adopted or Revised: 02/08 Belongs to: Properties of Matter</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.8.P.8.In.6: Identify common elements, such as oxygen, iron, and carbon. • SC.8.P.8.Su.6: Recognize examples of common elements, such as carbon or iron. • SC.8.P.8.Pa.5: Separate a mixture into its parts.
<p>SC.8.P.8.7 :</p>	<p>Explore the scientific theory of atoms (also known as atomic theory) by recognizing that atoms are the smallest unit of an element and are composed of sub-atomic particles (electrons surrounding a nucleus containing protons and neutrons). Cognitive Complexity: Level 1: Recall Date Adopted or Revised: 02/08 Belongs to: Properties of Matter</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.8.P.8.In.7: Identify that matter is made of small particles called atoms. • SC.8.P.8.Su.5: Recognize that parts of matter can be separated in tiny particles. • SC.8.P.8.Pa.5: Separate a mixture into its parts.

	<p>Remarks/Examples</p> <hr/> <p>CCSS Connections: MACC.K12.MP.4: Model with mathematics.</p>
<p>SC.8.P.8.8 :</p>	<p>Identify basic examples of and compare and classify the properties of compounds, including acids, bases, and salts. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Properties of Matter</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.8.P.8.In.8: Identify common acids, such as lemon juice and vinegar, and bases, such as baking soda and ammonia, and their hazardous properties. • SC.8.P.8.Su.7: Recognize common acids, such as vinegar, and bases, such as ammonia, and their hazardous properties. • SC.8.P.8.Pa.4: Recognize common acids as safe or harmful.
<p>SC.8.P.8.9 :</p>	<p>Distinguish among mixtures (including solutions) and pure substances. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Properties of Matter</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.8.P.8.In.2: Recognize that the weight of an object is related to the pull of gravity. • SC.8.P.8.Su.8: Recognize examples of pure substances and mixtures. • SC.8.P.8.Pa.5: Separate a mixture into its parts. <p>Remarks/Examples</p> <hr/> <p>Pure substances include elements and compounds. Mixtures are classified as heterogeneous (mixtures) or homogeneous (solutions). Methods for separating mixtures include: distillation, chromatography, reverse osmosis, diffusion through semi-permeable membranes.</p>
<p>SC.8.P.9.1 :</p>	<p>Explore the Law of Conservation of Mass by demonstrating and concluding that mass is conserved when substances undergo physical and chemical changes.</p>

	<p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Changes in Matter</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.8.P.9.In.1: Observe and classify changes in matter as physical (reversible) or chemical (irreversible). • SC.8.P.9.Su.1: Observe and recognize physical changes in matter as able to change back (reversible), such as water to ice, and chemical changes of matter as unable to change back (irreversible), such as cake to cake batter. • SC.8.P.9.Pa.1: Recognize an example of a physical change, such as ice changing to water. • SC.8.P.9.Pa.2: Recognize that heat influences changes (chemical) in matter, such as cooking.
<p>SC.8.P.9.2 :</p>	<p>Differentiate between physical changes and chemical changes. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Changes in Matter</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.8.P.9.In.1: Observe and classify changes in matter as physical (reversible) or chemical (irreversible). • SC.8.P.9.Su.1: Observe and recognize physical changes in matter as able to change back (reversible), such as water to ice, and chemical changes of matter as unable to change back (irreversible), such as cake to cake batter. • SC.8.P.9.Pa.1: Recognize an example of a physical change, such as ice changing to water. • SC.8.P.9.Pa.2: Recognize that heat influences changes (chemical) in matter, such as cooking.
<p>SC.8.P.9.3 :</p>	<p>Investigate and describe how temperature influences chemical changes. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Changes in Matter</p> <p>Access Points:</p>

	<ul style="list-style-type: none"> • <u>SC.8.P.9.In.2</u>: Observe and identify how temperature influences chemical changes. • <u>SC.8.P.9.Su.2</u>: Observe and recognize changes caused by heat on substances. • <u>SC.8.P.9.Pa.2</u>: Recognize that heat influences changes (chemical) in matter, such as cooking.
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RELATED GLOSSARY TERM DEFINITIONS (64)

Acid:	A substance that increases the H ⁺ concentration when added to a water solution Acids turn blue litmus paper red, have a pH of less than 7, and their aqueous solutions react with bases and certain metals to form salts.
Atom:	The smallest unit of a chemical element that can still retain the properties of that element.
Attraction :	A term used to describe the electric or magnetic force exerted by oppositely charged objects or to describe the gravitational force that pulls objects toward each other.
Base:	A substance that increases the OH ⁻ concentration of a solution; a proton acceptor.
Boil:	To change from a liquid to a vapor by the application of heat.
Chemical change:	A reaction or a change in a substance produced by chemical means that results in producing a different chemical.
Compound:	A substance made up of at least two different elements held together by chemical bonds that can only be broken down into elements by chemical processes.
Conduction:	To transmit heat, sound, or electricity through a medium.
Conductivity:	The ability or power to conduct or transmit heat, electricity, or sound.
Conservation of Mass:	The principle that mass cannot be created or destroyed; also conservation of matter.

Convection:	Heat transfer in a gas or liquid by the circulation of currents from one region to another.
Density:	Concentration of matter of an object; number of individuals in the same species that live in a given area; the mass per unit volume.
Eclipse:	The partial or total blocking of light of one celestial object by another.
Electromagnetic spectrum:	The entire range of electromagnetic radiation. At one end of the spectrum are gamma rays, which have the shortest wavelengths and high frequencies. At the other end are radio waves, which have the longest wavelengths and low frequencies. Visible light is near the center of the spectrum.
Electron:	A stable elementary particle in the lepton family having a mass at rest of 9.107×10^{-28} grams and an electric charge of approximately -1.602×10^{-19} coulombs. Electrons orbit about the positively charged nuclei of atoms in distinct orbitals of different energy levels, called shells.
Energy:	The capacity to do work.
Environment:	The sum of conditions affecting an organism, including all living and nonliving things in an area, such as plants, animals, water, soil, weather, landforms, and air.
Experiment:	A procedure that is carried out and repeated under controlled conditions in order to discover, demonstrate, or test a hypothesis.
Force:	A vector quantity that exists between two objects and, when unbalanced by another force, causes changes in velocity of objects in the direction of its application; a push or pull.
Frequency:	The number of cycles or waves per unit time.
Galaxy:	A large collection of stars, gases, and dust that are part of the universe (e.g., the Milky Way galaxy) bound together by gravitational forces.
Gas:	One of the fundamental states of matter in which the molecules do not have a fixed volume or shape.
Geocentric:	Relating to a model of the solar system or universe having the Earth as the center.
Gravity:	The force of attraction between any two objects.
Heliocentric:	Relating to a model of the solar system or universe having the Sun as

	the center.
Hypothesis :	A tentative explanation for an observation, phenomenon, or scientific problem that can be tested by further investigation.
Investigation :	A systematic process that uses various types of data and logic and reasoning to better understand something or answer a question.
Law :	A statement that describes invariable relationships among phenomena under a specified set of conditions.
Light:	Electromagnetic radiation that lies within the visible range.
Liquid:	One of the fundamental states of matter with a definite volume but no definite shape.
Magnetic:	Having the property of attracting iron and certain other materials by virtue of a field of force.
Mass:	The amount of matter an object contains.
Matter:	Substance that possesses inertia and occupies space, of which all objects are constituted.
Melt:	To be changed from a solid to a liquid state especially by the application of heat.
Membrane:	A thin layer of tissue that surrounds or lines a cell, a group of cells, or a cavity; any barrier separating two fluids.
Model :	A systematic description of an object or phenomenon that shares important characteristics with the object or phenomenon. Scientific models can be material, visual, mathematical, or computational and are often used in the construction of scientific theories.
Molecule:	The smallest unit of matter of a substance that retains all the physical and chemical properties of that substance; consists of a single atom or a group of atoms bonded together.
Moon:	A natural satellite that revolves around a planet.
Motion:	The act or process of changing position and/or direction.
Neutron:	A subatomic particle having zero charge, found in the nucleus of an atom.
Nucleus:	The center region of an atom where protons and neutrons are located; also a cell structure that contains the cell genetic material of the cell.

Observation :	What one has observed using senses or instruments.
Organism:	An individual form of life of one or more cells that maintains various vital processes necessary for life.
Periodic table:	A tabular arrangement of the elements according to their atomic numbers so that elements with similar properties are in the same column.
Photosynthesis:	A chemical process by which plants use light energy to convert carbon dioxide and water into carbohydrates (sugars).
Physical change :	A change of a substance from one form to another without a change in its chemical properties.
Planet:	A large body in space that orbits a star and does not produce light of its own.
Proton:	A subatomic particle having a positive charge and which is found in the nucleus of an atom.
Pseudoscientific:	A theory, methodology, or practice that is considered to be without scientific foundation.
Replication:	In scientific research, conducting an experiment to confirm findings or to ensure accuracy. In molecular biology, the process by which genetic material is copied in cells.
Season:	One of four natural divisions of the year—spring, summer, autumn, and winter—in temperate zones. Each season has its own characteristic weather and lasts approximately three months. The change in the seasons is brought about by the shift in the angle at which the Sun's rays strike the Earth. This angle changes as the Earth orbits in its yearly cycle around the Sun due to the tilt of the Earth's axis.
Sense:	Any of the faculties by which stimuli from outside or inside the body are received and felt, as the faculties of hearing, sight, smell, touch, taste, and equilibrium.
Solar system:	A star and all the planets and other bodies that orbit it; the region in space where these bodies move.
Solid:	Having a definite shape and a definite volume; one of the fundamental states of matter.
Solubility:	The ability or tendency of one substance to dissolve in another at a given temperature and pressure.

Space:	The limitless expanse where all objects and events occur. Outer space is the region of the universe beyond Earth's atmosphere.
Speed:	Amount of distance traveled divided by time taken; the time-rate at which any physical process takes place.
Sun:	The closest star to Earth and the center of our solar system.
Theory :	A set of statements or principles devised to explain a group of facts or phenomena, especially one that has been repeatedly tested or is widely accepted and can be used to make predictions about natural phenomena.
Tide:	The regular rise and fall in the surface level of the Earth's oceans, seas, and bays caused by the gravitational attraction of the Moon and to a lesser extent of the Sun.
Variable:	An event, condition, or factor that can be changed or controlled in order to study or test a hypothesis in a scientific experiment.
Volume:	A measure of the amount of space an object takes up; also the loudness of a sound or signal.
Wavelength:	The distance between crests of a wave.
Weight:	The force with which a body is attracted to Earth or another celestial body, equal to the product of the object's mass and the acceleration of gravity.



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	<p>Belongs to: Earth Structures</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.7.E.6.In.2: Recognize that slow changes, such as mountain-building, and fast changes, such as volcanic eruptions, are caused by shifts below Earth’s surface. • SC.7.E.6.Su.4: Recognize the effects of earthquakes and volcanoes. • SC.7.E.6.Pa.2: Discriminate between surface features of ground on Earth, such as rocky/sandy, flat/hilly, rough/smooth, or solid/liquid.
<p>SC.7.E.6.6 :</p>	<p>Identify the impact that humans have had on Earth, such as deforestation, urbanization, desertification, erosion, air and water quality, changing the flow of water.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08</p> <p>Belongs to: Earth Structures</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.7.E.6.In.5: Recognize that humans have had an impact on Earth, such as polluting the air and water and expanding urban areas and road systems. • SC.7.E.6.Su.5: Recognize that polluting the air and water can harm Earth. • SC.7.E.6.Pa.3: Recognize that ground on the Earth’s surface changes over time.
<p>SC.7.E.6.7 :</p>	<p>Recognize that heat flow and movement of material within Earth causes earthquakes and volcanic eruptions, and creates mountains and ocean basins.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08</p> <p>Belongs to: Earth Structures</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.7.E.6.In.4: Identify physical evidence, such as fossils and sedimentary rock, which show how Earth has changed over a very long period of time. • SC.7.E.6.Su.4: Recognize the effects of earthquakes and

	<p>volcanoes.</p> <ul style="list-style-type: none"> • SC.7.E.6.Pa.4: Distinguish between clean and dirty water.
<p>SC.7.L.15.1 :</p>	<p>Recognize that fossil evidence is consistent with the scientific theory of evolution that living things evolved from earlier species. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Diversity and Evolution of Living Organisms</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.7.L.15.In.1: Recognize that fossils help people learn about living things that lived a very long time ago. • SC.7.L.15.Su.1: Identify fossils as parts of animals and plants that are no longer alive. • SC.7.L.15.Pa.1: Recognize that living things can die.
<p>SC.7.L.15.2 :</p>	<p>Explore the scientific theory of evolution by recognizing and explaining ways in which genetic variation and environmental factors contribute to evolution by natural selection and diversity of organisms. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Diversity and Evolution of Living Organisms</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.7.L.15.In.2: Recognize that physical characteristics of living things are adapted to deal with the conditions of the environment, such as skin color or gills on a fish. • SC.7.L.15.Su.2: Recognize that common plants or animals have special features that enable them to live in their environment, such as a as a fish has gills so it can live underwater. • SC.7.L.15.Pa.2: Recognize a personal characteristic, such as hair color, that is different from the parents.
<p>SC.7.L.15.3 :</p>	<p>Explore the scientific theory of evolution by relating how the inability of a species to adapt within a changing environment may contribute to the extinction of that species. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08</p>

	<p>Belongs to: Diversity and Evolution of Living Organisms</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.7.L.15.In.3: Explain extinction and give examples. • SC.7.L.15.Su.3: Recognize that some plants and animals no longer exist (are extinct). • SC.7.L.15.Pa.1: Recognize that living things can die.
<p>SC.7.L.16.1 :</p>	<p>Understand and explain that every organism requires a set of instructions that specifies its traits, that this hereditary information (DNA) contains genes located in the chromosomes of each cell, and that heredity is the passage of these instructions from one generation to another.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08</p> <p>Belongs to: Heredity and Reproduction</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.7.L.16.In.1: Explain that some characteristics are passed from parent to child (inherited). • SC.7.L.16.Su.1: Recognize that offspring have similar characteristics to parents. • SC.7.L.16.Pa.1: Recognize a characteristic passed from parents to self, such as eye color. <p>Remarks/Examples</p> <p>Integrate HE.7.C.1.4. Describe how heredity can affect personal health.</p>
<p>SC.7.L.16.2 :</p>	<p>Determine the probabilities for genotype and phenotype combinations using Punnett Squares and pedigrees.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08</p> <p>Belongs to: Heredity and Reproduction</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.7.L.16.In.2: Recognize that it is possible to predict whether a person is likely to inherit a particular trait from parents. • SC.7.L.16.Su.2: Recognize that animals, including humans, inherit some characteristics from one parent and some from

	<p>the other.</p> <ul style="list-style-type: none"> • SC.7.L.16.Pa.1: Recognize a characteristic passed from parents to self, such as eye color.
<p>SC.7.L.16.3 :</p>	<p>Compare and contrast the general processes of sexual reproduction requiring meiosis and asexual reproduction requiring mitosis. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Heredity and Reproduction</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.7.L.16.In.3: Explain that offspring receive half their genes from each parent in sexual reproduction. • SC.7.L.16.Su.2: Recognize that animals, including humans, inherit some characteristics from one parent and some from the other. • SC.7.L.16.Pa.2: Recognize that children are born from two parents.
<p>SC.7.L.16.4 :</p>	<p>Recognize and explore the impact of biotechnology (cloning, genetic engineering, artificial selection) on the individual, society and the environment. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Heredity and Reproduction</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.7.L.16.In.4: Recognize that science processes (biotechnology) have been used to develop new foods and medicines. • SC.7.L.16.Su.3: Recognize that science (biotechnology) has been used to develop new products for use in daily life. • SC.7.L.16.Pa.3: Recognize common products, such as medicine, developed through science. <p>Remarks/Examples</p> <p>Integrate HE.7.C.1.4. Describe how heredity can affect personal health.</p>
<p>SC.7.L.17.1 :</p>	<p>Explain and illustrate the roles of and relationships among producers,</p>

	<p>consumers, and decomposers in the process of energy transfer in a food web.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Interdependence</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.7.L.17.In.1: Identify that in a simple food chain, energy transfers from the Sun to plants (producers), to animals (consumers), and to organisms that cause decay (decomposers). • SC.7.L.17.Su.1: Identify different types of consumers in a food chain, including animals that eat plants, animals that eat other animals, and animals that eat plants and animals. • SC.7.L.17.Pa.1: Recognize that humans eat vegetables and fruits (plants) and meat (animals).
<p>SC.7.L.17.2 :</p>	<p>Compare and contrast the relationships among organisms such as mutualism, predation, parasitism, competition, and commensalism.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Interdependence</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.7.L.17.In.2: Describe how organisms interact with other organisms in an ecosystem to help each other (mutualism), to obtain food (predation), and to benefit at the expense of the other (parasitism). • SC.7.L.17.Su.2: Recognize how living things affect each other in their habitat (ecosystem). • SC.7.L.17.Pa.2: Recognize a mutual relationship between people and other living things.
<p>SC.7.L.17.3 :</p>	<p>Describe and investigate various limiting factors in the local ecosystem and their impact on native populations, including food, shelter, water, space, disease, parasitism, predation, and nesting sites.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Interdependence</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • SC.7.L.17.In.3: Recognize that living things compete with each other to get the things they need to live in their local environment. • SC.7.L.17.Su.3: Identify how a lack of food, water, or shelter affects plants and animals in their habitats. • SC.7.L.17.Pa.3: Recognize what happens when animals don't get food and water.
<p>SC.7.N.1.1 :</p>	<p>Define a problem from the seventh grade curriculum, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigation of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: The Practice of Science</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.7.N.1.In.1: Identify a problem from the seventh grade curriculum, use reference materials to gather information, carry out an experiment, collect and record data, and report results. • SC.7.N.1.Su.1: Recognize a problem from the seventh grade curriculum, use materials to gather information, conduct a simple experiment, and record and share results. • SC.7.N.1.Pa.1: Recognize a problem related to the seventh grade curriculum, observe and explore objects and activities, and recognize a solution. <p>Remarks/Examples</p> <hr/> <p>CCSS Connections: LACC.68.RST.1.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p>
<p>SC.7.N.1.2 :</p>	<p>Differentiate replication (by others) from repetition (multiple trials). Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08</p>

	<p>Belongs to: The Practice of Science</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.7.N.1.In.2: Recognize the relationship between the end product (dependent variable) and in the input (independent variable) in an experiment. • SC.7.N.1.Su.2: Recognize what is tested in a simple experiment (dependent variable). • SC.7.N.1.Pa.2: Recognize observable changes in a simple experiment, such as plant growth.
<p>SC.7.N.1.3 :</p>	<p>Distinguish between an experiment (which must involve the identification and control of variables) and other forms of scientific investigation and explain that not all scientific knowledge is derived from experimentation.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08</p> <p>Belongs to: The Practice of Science</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.7.N.1.In.3: Identify questions that can be answered by scientific investigation, such as can a plant grow without sunlight? • SC.7.N.1.Su.3: Recognize a question that can be answered by scientific investigation, such as can a plant grow without sunlight? • SC.7.N.1.Pa.3: Associate objects and activities with science.
<p>SC.7.N.1.4 :</p>	<p>Identify test variables (independent variables) and outcome variables (dependent variables) in an experiment.</p> <p>Cognitive Complexity: Level 1: Recall Date Adopted or Revised: 02/08</p> <p>Belongs to: The Practice of Science</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.7.N.1.In.2: Recognize the relationship between the end product (dependent variable) and in the input (independent variable) in an experiment. • SC.7.N.1.Su.2: Recognize what is tested in a simple experiment (dependent variable). • SC.7.N.1.Pa.2: Recognize observable changes in a simple

	<p>experiment, such as plant growth.</p>
<p><u>SC.7.N.1.5</u> :</p>	<p>Describe the methods used in the pursuit of a scientific explanation as seen in different fields of science such as biology, geology, and physics.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: <u>The Practice of Science</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.7.N.1.In.4</u>: Identify ways that science can be used to study different areas, such as life science, earth and space science, and physical science. • <u>SC.7.N.1.Su.4</u>: Recognize that science includes different areas, such as life science, earth and space science, and physical science. • <u>SC.7.N.1.Pa.3</u>: Associate objects and activities with science.
<p><u>SC.7.N.1.6</u> :</p>	<p>Explain that empirical evidence is the cumulative body of observations of a natural phenomenon on which scientific explanations are based.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: <u>The Practice of Science</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.7.N.1.In.5</u>: Identify that scientific knowledge is based on a large body of evidence and observations. • <u>SC.7.N.1.Su.5</u>: Recognize that scientific knowledge is based on evidence and observations. • <u>SC.7.N.1.Pa.3</u>: Associate objects and activities with science.
<p><u>SC.7.N.1.7</u> :</p>	<p>Explain that scientific knowledge is the result of a great deal of debate and confirmation within the science community.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: <u>The Practice of Science</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.7.N.1.In.3</u>: Identify questions that can be answered by

	<p>scientific investigation, such as can a plant grow without sunlight?</p> <ul style="list-style-type: none"> • SC.7.N.1.Su.3: Recognize a question that can be answered by scientific investigation, such as can a plant grow without sunlight? • SC.7.N.1.Pa.3: Associate objects and activities with science.
<p>SC.7.N.2.1 :</p>	<p>Identify an instance from the history of science in which scientific knowledge has changed when new evidence or new interpretations are encountered.</p> <p>Cognitive Complexity: Level 1: Recall Date Adopted or Revised: 02/08 Belongs to: The Characteristics of Scientific Knowledge</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.7.N.2.In.1: Identify an example of a change in scientific knowledge based on new evidence or new interpretations. • SC.7.N.2.Su.1: Recognize an example of a change in scientific knowledge based on new evidence. • SC.7.N.2.Pa.1: Recognize information related to science.
<p>SC.7.N.3.1 :</p>	<p>Recognize and explain the difference between theories and laws and give several examples of scientific theories and the evidence that supports them.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: The Role of Theories, Laws, Hypotheses, and Models</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.7.N.3.In.1: Identify that scientific theories are explanations and laws describe relationships, and both are supported by evidence. • SC.7.N.3.Su.1: Recognize that scientific theories and laws are supported by evidence. • SC.7.N.3.Pa.1: Recognize that people use science to solve problems.
<p>SC.7.N.3.2 :</p>	<p>Identify the benefits and limitations of the use of scientific models.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: The Role of Theories, Laws, Hypotheses, and Models</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • SC.7.N.3.In.2: Identify a benefit of using a model to explain how things work. • SC.7.N.3.Su.2: Recognize a benefit of using a model to explain how things work. • SC.7.N.3.Pa.2: Recognize a model of a common activity. <p>Remarks/Examples</p> <hr/> <p>CCSS Connections: MACC.K12.MP.4: Model with mathematics.</p>
<p>SC.7.P.10.1 :</p>	<p>Illustrate that the sun's energy arrives as radiation with a wide range of wavelengths, including infrared, visible, and ultraviolet, and that white light is made up of a spectrum of many different colors. Cognitive Complexity: Level 1: Recall Date Adopted or Revised: 02/08 Belongs to: Forms of Energy</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.7.P.10.In.1: Identify that white (visible) light has many colors, such as when viewed with a prism. • SC.7.P.10.Su.1: Recognize that white (visible) light contains many colors, such as viewed with a prism or rainbow. • SC.7.P.10.Pa.1: Recognize primary colors of a rainbow.
<p>SC.7.P.10.2 :</p>	<p>Observe and explain that light can be reflected, refracted, and/or absorbed. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Forms of Energy</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.7.P.10.In.2: Recognize that light can be reflected or absorbed. • SC.7.P.10.Su.2: Recognize that light can be reflected. • SC.7.P.10.Pa.2: Recognize reflections of objects.
<p>SC.7.P.10.3 :</p>	<p>Recognize that light waves, sound waves, and other waves move at different speeds in different materials. Cognitive Complexity: Level 1: Recall Date Adopted or Revised: 02/08</p>

	<p>Belongs to: Forms of Energy</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.7.P.10.In.3: Identify that light and sound travel in wave patterns. • SC.7.P.10.Su.3: Recognize that sound and light travel. • SC.7.P.10.Pa.3: Match light and sound to their sources.
<p>SC.7.P.11.1 :</p>	<p>Recognize that adding heat to or removing heat from a system may result in a temperature change and possibly a change of state. Cognitive Complexity: Level 1: Recall Date Adopted or Revised: 02/08 Belongs to: Energy Transfer and Transformations</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.7.P.11.In.1: Identify that when heat is added or taken away, a temperature change occurs. • SC.7.P.11.Su.1: Recognize what happens to the temperature when heat is added. • SC.7.P.11.Pa.1: Recognize that a hot object can make a cold object warm when they touch.
<p>SC.7.P.11.2 :</p>	<p>Investigate and describe the transformation of energy from one form to another. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Energy Transfer and Transformations</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.7.P.11.In.2: Recognize that one form of energy can change to other forms of energy, such as solar panels change light into electricity. • SC.7.P.11.Su.2: Recognize that energy can change forms, such as electricity produces light and heat in a lamp. • SC.7.P.11.Pa.2: Recognize that electrical devices need energy to work.
<p>SC.7.P.11.3 :</p>	<p>Cite evidence to explain that energy cannot be created nor destroyed, only changed from one form to another. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08</p>

	<p>Belongs to: Energy Transfer and Transformations</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.7.P.11.In.2: Recognize that one form of energy can change to other forms of energy, such as solar panels change light into electricity. • SC.7.P.11.Su.2: Recognize that energy can change forms, such as electricity produces light and heat in a lamp. • SC.7.P.11.Pa.2: Recognize that electrical devices need energy to work.
<p>SC.7.P.11.4 :</p>	<p>Observe and describe that heat flows in predictable ways, moving from warmer objects to cooler ones until they reach the same temperature.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08</p> <p>Belongs to: Energy Transfer and Transformations</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.7.P.11.In.3: Identify examples of the predictable movement of heat, such as hot air rises and heat transfers from hot to cold objects. • SC.7.P.11.Su.3: Identify that heat rises. • SC.7.P.11.Pa.1: Recognize that a hot object can make a cold object warm when they touch.

RELATED GLOSSARY TERM DEFINITIONS (53)

<p>Asexual reproduction:</p>	<p>A form of reproduction in which new individuals are formed without the involvement of gametes.</p>
<p>Biotechnology:</p>	<p>The manipulation (as through genetic engineering) of living organisms or their components to produce useful usually commercial products (as pest resistant crops, new bacterial strains, or novel pharmaceuticals).</p>

Cell:	The smallest structural unit of an organism that is capable of independent functioning, consisting of cytoplasm and various organelles, all surrounded by a semipermeable cell membrane, which in some cells, is surrounded by a cell wall
Chromosome:	A structure in living cells that consists of a single molecule of DNA bonded to various proteins and that carries the genes determining heredity.
Clone:	To produce genetic material or produce or grow a cell, group of cells, or organism from a single original cell.
Consumer:	An organism that feeds on other organisms for food.
Current :	The amount of electric charge flowing past a specified circuit point per unit time.
Decomposer :	Any organism that feeds or obtains nutrients by breaking down organic matter from dead organisms.
Deforestation:	The cutting down and removal of all or most of the trees in a forested area.
Dependent variable:	Factor being measured or observed in an experiment.
Desertification:	The transformation of arable or habitable land to desert, as by a change in climate or destructive land use.
Diversity:	The different species in a given area or specific period of time.
DNA:	Deoxyribonucleic acid; a nucleic acid that is genetic material; present in all organisms.
Earthquake:	The shaking of the ground caused by a sudden release of energy in Earth's crust.
Energy:	The capacity to do work.
Environment:	The sum of conditions affecting an organism, including all living and nonliving things in an area, such as plants, animals, water, soil, weather, landforms, and air.
Erosion:	The wearing away of Earth's surface by the breakdown and transportation of rock and soil.
Evolution :	A theory that the various types of species arise from pre-existing species and that distinguishable characteristics are due to modifications through successive generations.
Experiment:	A procedure that is carried out and repeated under controlled

	conditions in order to discover, demonstrate, or test a hypothesis.
Fossil:	A whole or part of an organism that has been preserved in sedimentary rock.
Genetic:	Affecting or determined by genes.
Genotype:	The genetic information contained in a cell, an organism, or an individual.
Heat:	Energy that transfers between substances because of a temperature difference between the substances; the transfer of energy is always from the warmer substance to the cooler substance
Heredity:	The passage of biological traits or characteristics from parents to offspring through the inheritance of genes.
Independent variable:	The factor that is changed in an experiment in order to study changes in the dependent variable.
Infrared :	Relating to the invisible part of the electromagnetic spectrum with wavelengths longer than those of visible red light but shorter than those of microwaves.
Investigation :	A systematic process that uses various types of data and logic and reasoning to better understand something or answer a question.
Law :	A statement that describes invariable relationships among phenomena under a specified set of conditions.
Light:	Electromagnetic radiation that lies within the visible range.
Liquid:	One of the fundamental states of matter with a definite volume but no definite shape.
Lithosphere:	The outer part of the solid earth composed of rock essentially like that exposed at the surface, consisting of the crust and outermost layer of the mantle, and usually considered to be about 60 miles (100 kilometers) in thickness.
Meiosis:	The process of nuclear division in cells during which the number of chromosomes is reduced by half.
Mitosis:	A process of nuclear division in eukaryotic cells during which the nucleus of a cell divides into two nuclei, each with the same number of chromosomes.
Model :	A systematic description of an object or phenomenon that shares important characteristics with the object or phenomenon. Scientific

	models can be material, visual, mathematical, or computational and are often used in the construction of scientific theories.
Natural selection:	The theory stating every organism displays slight variations from related organisms, and these variations make an organism more or less suited for survival and reproduction in specific habitats.
Observation :	What one has observed using senses or instruments.
Organism:	An individual form of life of one or more cells that maintains various vital processes necessary for life.
Phenotype:	The observable characteristics of an organism resulting from the interaction of its genetic makeup and its environment.
Plate tectonics:	Theory of global dynamics in which Earth's crust is divided into a smaller number of large, rigid plates whose movements cause seismic activity along their borders.
Producer :	An organism, usually a plant or bacterium, that produces organic compounds from simple inorganic molecules and energy (typically light energy) from the environment.
Radiation:	Emission of energy in the form of rays or waves.
Radioactive dating:	Measurement of the amount of radioactive material (usually carbon 14) that an object contains; can be used to estimate the age of the object.
Replication:	In scientific research, conducting an experiment to confirm findings or to ensure accuracy. In molecular biology, the process by which genetic material is copied in cells.
Sexual reproduction:	Reproduction involving the union of male and female gametes producing an offspring with traits from both parents.
Solid:	Having a definite shape and a definite volume; one of the fundamental states of matter.
Sound wave:	Longitudinal pressure waves in any material medium regardless of whether they constitute audible sound; earthquake waves and ultrasonic waves are sometimes called sound waves.
Space:	The limitless expanse where all objects and events occur. Outer space is the region of the universe beyond Earth's atmosphere.
Sun:	The closest star to Earth and the center of our solar system.
Superposition:	The principle that in a group of stratified sedimentary rocks the

	lowest were the earliest to be deposited.
Theory :	A set of statements or principles devised to explain a group of facts or phenomena, especially one that has been repeatedly tested or is widely accepted and can be used to make predictions about natural phenomena.
Ultraviolet :	Relating to electromagnetic radiation having frequencies higher than those of visible light but lower than those of x-rays, approximately 10 ¹⁵ -10 ¹⁶ hertz.
Variable:	An event, condition, or factor that can be changed or controlled in order to study or test a hypothesis in a scientific experiment.
Wavelength:	The distance between crests of a wave.



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Course: 7812020 Access M/J Mathematics 2-

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BASIC INFORMATION

Course Title:	Access M/J Mathematics 2
Course Number:	7812020
Course Abbreviated Title:	Access M/J Math 2
Course Path:	Section: Exceptional Student Education Grade Group: Middle/Junior High Subject: Academics - Subject Areas
Number of Credits:	NA
Course length:	Year (Y)
Course Type:	Core
Status:	State Board Approved
Requires Highly Qualified Teacher(HQT)?	Yes
Course Size?	Yes
No Child Left Behind (NCLB)?	Yes
General Notes:	Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent), which reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with

significant cognitive disabilities.

The study of mathematics provides the means to organize, understand, and predict life's events in quantifiable terms. Organizing life using numbers allows us to keep accurate records of objects and events, such as quantity, sequence, time, and money. Using numbers to understand the relationship between relative quantities or characteristics allows us to accurately problem solve and predict future outcomes of quantifiable events as conditions change. Many of life's typical activities require competency in using numbers, operations, and algebraic thinking (e.g., counting, measuring, comparison shopping), geometric principles (e.g., shapes, area, volume), and data analysis (e.g., organizing information to suggest conclusions). Some students with significant cognitive disabilities will access and use traditional mathematical symbols and abstractions, while others may apply numeric principles using concrete materials in real-life activities. In any case, mathematics is one of the most useful skill sets and essential for students with significant cognitive disabilities. It provides a means to organize life and solve problems involving quantity and patterns, making life more orderly and predictable.

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of mathematics at the seventh grade level. The concepts of joining and separating quantities, fractions, proportion, equality, estimation, and data analysis provide a means to analyze our environment, sequence, and predict outcomes of quantifiable events. The content should include, but not be limited to, the concepts of:

- Whole numbers
- Combining and separating quantities
- Proportion/congruency
- Fractions/per cent/decimals
- Equality/inequality
- Attributes of plane and solid figures
- Data collection and analysis
- Probability
- Ratio
- Transformation
- Solving routine and non-routine quantitative problems

RELATED ACCESS POINTS: Independent(18) Supported(18) Participatory(14) Core Content Connector(0)

<p>MA.7.A.1.1 :</p>	<p>Distinguish between situations that are proportional or not proportional, and use proportions to solve problems. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 1</p> <p>Access Points:</p> <ul style="list-style-type: none">• MA.7.A.1.In.a: Solve real-world problems involving simple ratios, such as 2 to 1 or 1 to 3, using physical models, graphic representations, and charts.• MA.7.A.1.Su.a: Solve real-world problems involving simple ratios, such as 2 to 1, using objects or pictures.• MA.7.A.1.Pa.a: Solve a simple problem involving a 2 to 1 ratio using objects. <p>Remarks/Examples</p> <p>Example 1: Two snakes, Moe and Joe, are each measured at two points in time. The first time, Moe is 3 inches long and Joe is 4 inches long. One year later, Moe is 5 inches long and Joe is 6 inches long. Which snake grew more? Maria believes that both snakes grew the same amount. Tom believes that Moe grew more. Explain under what circumstances either explanation could be correct. (In absolute terms they grew the same amount, which is not a proportional relationship; in relative terms one grew more than the other, which is a proportional relationship.)</p> <p>Example 2: A recipe calls for 3 cups of flour and 2 eggs. If you wanted to increase the recipe and use 9 cups of flour, how many eggs would you need to use to keep the same ratio of flour to eggs?</p>
<p>MA.7.A.1.2 :</p>	<p>Solve percent problems, including problems involving discounts, simple interest, taxes, tips, and percents of increase or decrease.</p>

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 09/07
Belongs to: [BIG IDEA 1](#)

Access Points:

- [MA.7.A.1.In.b](#): Identify that a higher percent represents a larger quantity or amount in real-world problems.
- [MA.7.A.1.Su.b](#): Identify that percent discounts reduce the price of goods in real-world situations.
- [MA.7.A.1.Pa.b](#): Match objects to a model or picture that is a smaller version.

Remarks/Examples

Example: A merchant buys CDs for \$11 wholesale and marks up the price by 35%. What is the retail price?

Example: You are at a party with 100 people. 99% of the people are FSU fans. Some of the FSU fans left the party and now 98% of the people are FSU fans. How many people are still at the party?

Course: 7820015 Access M/J Comprehensive Science 1-

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse1760.aspx>

BASIC INFORMATION

Course Title:	Access M/J Comprehensive Science 1
Course Number:	7820015
Course Abbreviated Title:	ACCESS M/J COMPSCI 1
Course Path:	Section: Exceptional Student Education Grade Group: Middle/Junior High Subject: Academics - Subject Areas
Number of Credits:	NA
Course length:	Year (Y)
Course Type:	Core
Status:	State Board Approved
Requires Highly Qualified Teacher(HQT)?	Yes
Course Size?	Yes
No Child Left Behind (NCLB)?	Yes
General Notes:	Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent), which reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are

intentionally designed to foster high expectations for students with significant cognitive disabilities.

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

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

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

Through observation, inquiry, and data collection, students will study the nature, dynamics, and interdependence of:

- Earth structures
- Earth systems, patterns and processes
- Plant and animal systems
- Cell theory
- Scientific method
- Forms of energy
- Forces and changes in motion

Observing and understanding the fundamental characteristics of these phenomena assist in predicting the outcome of actions and events, such as how biospheric cycles operate in predictable patterns; cells are the basic unit of living organisms, making,

	executing, and evaluating a replicable plan; and how energy and motion impact matter in predictable ways.
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RELATED ACCESS POINTS: Independent(30) Supported(30) Participatory(25) Core Content Connector(0)

<p><u>SC.6.E.6.1 :</u></p>	<p>Describe and give examples of ways in which Earth's surface is built up and torn down by physical and chemical weathering, erosion, and deposition.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Earth Structures</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.6.E.6.In.1: Describe how weathering and erosion reshape the Earth's surface. • SC.6.E.6.Su.1: Recognize that wind and water cause physical weathering and erosion. • SC.6.E.6.Pa.1: Recognize that water can move soil.
<p><u>SC.6.E.6.2 :</u></p>	<p>Recognize that there are a variety of different landforms on Earth's surface such as coastlines, dunes, rivers, mountains, glaciers, deltas, and lakes and relate these landforms as they apply to Florida.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Earth Structures</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.6.E.6.In.2: Identify various landforms in Florida, including coastlines, rivers, lakes, and dunes. • SC.6.E.6.Su.2: Recognize different landforms in Florida, including beaches (coastlines), rivers, and lakes. • SC.6.E.6.Pa.2: Recognize a landform in Florida, such as a beach (coastline), river, or lake. <p style="text-align: center;">Remarks/Examples</p> <hr/> <p style="text-align: center;">Annually assessed on Grade 5 Science FCAT 2.0. Also</p>

	assesses SC.4.E.6.1.
<p>SC.6.E.7.1 :</p>	<p>Differentiate among radiation, conduction, and convection, the three mechanisms by which heat is transferred through Earth's system. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Earth Systems and Patterns</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.6.E.7.In.1: Recognize that heat is a flow of energy that moves through Earth's land, air, and water in different ways, including conduction, convection, and radiation. • SC.6.E.7.Su.1: Recognize that heat can transfer from the Sun to the water, land, and air. Recognize that heat can transfer from the Sun to the water, land, and air. • SC.6.E.7.Pa.1: Recognize that the Sun is a source of heat.
<p>SC.6.E.7.2 :</p>	<p>Investigate and apply how the cycling of water between the atmosphere and hydrosphere has an effect on weather patterns and climate. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Earth Systems and Patterns</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.6.E.7.In.2: Identify components in the water cycle, including evaporation, condensation, precipitation, ground water, and runoff. • SC.6.E.7.Su.2: Recognize parts of the water cycle such as clouds (condensation), rain (precipitation), and evaporation. • SC.6.E.7.Pa.2: Recognize that rain comes from clouds. <p>Remarks/Examples</p> <p>CCSS Connections: MACC.K12.MP.7: Look for and make use of structure.</p>
<p>SC.6.E.7.3 :</p>	<p>Describe how global patterns such as the jet stream and ocean currents influence local weather in measurable terms such as temperature, air pressure, wind direction and speed, and humidity and precipitation. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date</p>

	<p>Adopted or Revised: 02/08 Belongs to: Earth Systems and Patterns</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.6.E.7.In.3: Identify the way elements of weather are measured, including temperature, humidity, wind speed and direction, and precipitation. • SC.6.E.7.Su.3: Recognize the way temperature and wind speed are measured. • SC.6.E.7.Pa.3: Recognize different types of weather conditions, including hot/cold, raining/not raining, and windy/calm. <p>Remarks/Examples</p> <hr/> <p>CCSS Connections: MACC.K12.MP.5: Use appropriate tools strategically; MACC.K12.MP.6: Attend to precision; and, MACC.K12.MP.7: Look for and make use of structure.</p>
<p>SC.6.E.7.4 :</p>	<p>Differentiate and show interactions among the geosphere, hydrosphere, cryosphere, atmosphere, and biosphere. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Earth Systems and Patterns</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.6.E.7.In.4: Recognize that Earth consists of different parts, including air that is over the Earth (atmosphere), water that covers much of the Earth (hydrosphere), and the parts that support all living things on Earth (biosphere). • SC.6.E.7.Su.4: Recognize where living things are found (biosphere) and where the air is found (atmosphere) on Earth. • SC.6.E.7.Pa.4: Recognize that air covers Earth (atmosphere).
<p>SC.6.E.7.5 :</p>	<p>Explain how energy provided by the sun influences global patterns of atmospheric movement and the temperature differences between air, water, and land. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Earth Systems and Patterns</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • SC.6.E.7.In.5: Recognize that there are general patterns of weather that move around Earth, and in North America the patterns typically move from west to east. • SC.6.E.7.Su.5: Recognize that there are patterns of weather that move. • SC.6.E.7.Pa.3: Recognize different types of weather conditions, including hot/cold, raining/not raining, and windy/calm. <p>Remarks/Examples</p> <hr/> <p>CCSS Connections: MACC.K12.MP.7: Look for and make use of structure.</p>
<p>SC.6.E.7.6 :</p>	<p>Differentiate between weather and climate. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Earth Systems and Patterns</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.6.E.7.In.6: Identify climate as the expected weather patterns in a region. • SC.6.E.7.Su.6: Identify the major characteristics of climate in Florida, including temperature and precipitation. • SC.6.E.7.Pa.3: Recognize different types of weather conditions, including hot/cold, raining/not raining, and windy/calm.
<p>SC.6.E.7.7 :</p>	<p>Investigate how natural disasters have affected human life in Florida. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Earth Systems and Patterns</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.6.E.7.In.7: Identify possible effects of hurricanes and other natural disasters on humans in Florida. • SC.6.E.7.Su.7: Recognize possible effects of severe storms, hurricanes, or other natural disasters in Florida. • SC.6.E.7.Pa.5: Recognize where to go in severe weather

	<p>situations or drills at school and at home.</p>
<p>SC.6.E.7.8 :</p>	<p>Describe ways human beings protect themselves from hazardous weather and sun exposure. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Earth Systems and Patterns</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.6.E.7.In.8: Identify ways humans get ready for severe storms and protect themselves from sun exposure. • SC.6.E.7.Su.8: Recognize ways people prepare for severe storms and protect themselves from sun exposure. • SC.6.E.7.Pa.5: Recognize where to go in severe weather situations or drills at school and at home.
<p>SC.6.E.7.9 :</p>	<p>Describe how the composition and structure of the atmosphere protects life and insulates the planet. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Earth Systems and Patterns</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.6.E.7.In.9: Identify that the atmosphere protects Earth from radiation from the Sun and regulates the temperature. • SC.6.E.7.Su.9: Recognize that the air that surrounds Earth (atmosphere) protects living things from the intense heat of the Sun. • SC.6.E.7.Pa.4: Recognize that air covers Earth (atmosphere). <p>Remarks/Examples</p> <hr/> <p>CCSS Connections: MACC.K12.MP.7: Look for and make use of structure.</p>
<p>SC.6.L.14.1 :</p>	<p>Describe and identify patterns in the hierarchical organization of organisms from atoms to molecules and cells to tissues to organs to organ systems to organisms. Cognitive Complexity: Level 1: Recall Date Adopted or Revised: 02/08 Belongs to: Organization and Development of Living Organisms</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • SC.6.L.14.In.1: Identify how the major structures of plants and organs of animals work as parts of larger systems, such as the heart is part of the circulatory system that pumps blood. • SC.6.L.14.Su.1: Identify the major internal organs of animals and external structures of plants and their functions. • SC.6.L.14.Pa.1: Recognize that the human body is made up of various parts. <p>Remarks/Examples</p> <p>CCSS Connections: MACC.K12.MP.7: Look for and make use of structure.</p>
<p>SC.6.L.14.2 :</p>	<p>Investigate and explain the components of the scientific theory of cells (cell theory): all organisms are composed of cells (single-celled or multi-cellular), all cells come from pre-existing cells, and cells are the basic unit of life.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08</p> <p>Belongs to: Organization and Development of Living Organisms</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.6.L.14.In.2: Identify that the cell is the smallest basic unit of life and most living things are composed of many cells. • SC.6.L.14.Su.2: Recognize that there are smaller parts in all living things, too small to be seen without magnification, called cells. • SC.6.L.14.Pa.1: Recognize that the human body is made up of various parts.
<p>SC.6.L.14.3 :</p>	<p>Recognize and explore how cells of all organisms undergo similar processes to maintain homeostasis, including extracting energy from food, getting rid of waste, and reproducing.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08</p> <p>Belongs to: Organization and Development of Living Organisms</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.6.L.14.In.3: Identify that cells carry out important functions within an organism, such as using energy from food.

	<ul style="list-style-type: none"> • SC.6.L.14.Su.3: Recognize that animals, including humans, use energy from food. • SC.6.L.14.Pa.2: Identify basic needs of plants and animals.
<p>SC.6.L.14.4 :</p>	<p>Compare and contrast the structure and function of major organelles of plant and animal cells, including cell wall, cell membrane, nucleus, cytoplasm, chloroplasts, mitochondria, and vacuoles. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Organization and Development of Living Organisms</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.6.L.14.In.4: Recognize that plant and animal cells have different parts and each part has a function. • SC.6.L.14.Su.2: Recognize that there are smaller parts in all living things, too small to be seen without magnification, called cells. • SC.6.L.14.Pa.2: Identify basic needs of plants and animals. <p>Remarks/Examples</p> <hr/> <p>CCSS Connections: MACC.K12.MP.7: Look for and make use of structure.</p>
<p>SC.6.L.14.5 :</p>	<p>Identify and investigate the general functions of the major systems of the human body (digestive, respiratory, circulatory, reproductive, excretory, immune, nervous, and musculoskeletal) and describe ways these systems interact with each other to maintain homeostasis. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Organization and Development of Living Organisms</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.6.L.14.In.1: Identify how the major structures of plants and organs of animals work as parts of larger systems, such as the heart is part of the circulatory system that pumps blood. • SC.6.L.14.Su.1: Identify the major internal organs of animals and external structures of plants and their functions. • SC.6.L.14.Pa.3: Recognize body parts related to basic needs, such as mouth for eating.

<p><u>SC.6.L.14.6 :</u></p>	<p>Compare and contrast types of infectious agents that may infect the human body, including viruses, bacteria, fungi, and parasites. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: <u>Organization and Development of Living Organisms</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.6.L.14.In.5</u>: Recognize that bacteria and viruses can infect the human body. • <u>SC.6.L.14.Su.4</u>: Identify ways to prevent infection from bacteria and viruses, such as hand washing. • <u>SC.6.L.14.Pa.4</u>: Recognize practices that keep the body free from infection, such as hand washing. <p>Remarks/Examples</p> <p>Integrate HE.6.C.1.8. Explain how body systems are impacted by hereditary factors and infectious agents.</p>
<p><u>SC.6.L.15.1 :</u></p>	<p>Analyze and describe how and why organisms are classified according to shared characteristics with emphasis on the Linnaean system combined with the concept of Domains. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: <u>Diversity and Evolution of Living Organisms</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SC.6.L.15.In.1</u>: Classify animals into major groups, such as insects, fish, reptiles, mammals, and birds. • <u>SC.6.L.15.Su.1</u>: Sort common animals by their physical characteristics. • <u>SC.6.L.15.Pa.1</u>: Match animals based on a given shared characteristic.
<p><u>SC.6.N.1.1 :</u></p>	<p>Define a problem from the sixth grade curriculum, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigation of various types, such as systematic observations or experiments, identify variables, collect and organize data, interpret data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08</p>

	<p>Belongs to: The Practice of Science</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.6.N.1.In.1: Identify a problem from the sixth grade curriculum, use reference materials to gather information, carry out an experiment, collect and record data, and report results. • SC.6.N.1.Su.1: Recognize a problem from the sixth grade curriculum, use materials to gather information, carry out a simple experiment, and record and share results. • SC.6.N.1.Pa.1: Recognize a problem related to the sixth grade curriculum, observe and explore objects or activities, and recognize a solution. <p>Remarks/Examples</p> <p>CCSS Connections: LACC.68.RST.1.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p>
<p>SC.6.N.1.2 :</p>	<p>Explain why scientific investigations should be replicable. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: The Practice of Science</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.6.N.1.In.2: Identify that scientific investigations can be repeated the same way by others. • SC.6.N.1.Su.2: Recognize that experiments involve procedures that can be repeated the same way by others. • SC.6.N.1.Pa.2: Recognize that when a common activity is repeated, it has the same result.
<p>SC.6.N.1.3 :</p>	<p>Explain the difference between an experiment and other types of scientific investigation, and explain the relative benefits and limitations of each. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: The Practice of Science</p> <p>Access Points:</p>

	<ul style="list-style-type: none"> • SC.6.N.1.In.3: Identify that scientists can use different kinds of experiments, methods, and explanations to find answers to scientific questions. • SC.6.N.1.Su.3: Recognize that scientists perform experiments, make observations, and gather evidence to answer scientific questions. • SC.6.N.1.Pa.3: Recognize that people conduct activities and share information about science. <p>Remarks/Examples</p> <p>Explain that an investigation is observing or studying the natural world, without interference or manipulation, and an experiment is an investigation that involves variables (independent/manipulated and dependent/ outcome) and establishes cause-and-effect relationships (Schwartz, 2007).</p>
<p>SC.6.N.1.4 :</p>	<p>Discuss, compare, and negotiate methods used, results obtained, and explanations among groups of students conducting the same investigation.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: The Practice of Science</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.6.N.1.In.3: Identify that scientists can use different kinds of experiments, methods, and explanations to find answers to scientific questions. • SC.6.N.1.Su.3: Recognize that scientists perform experiments, make observations, and gather evidence to answer scientific questions. • SC.6.N.1.Pa.3: Recognize that people conduct activities and share information about science.
<p>SC.6.N.1.5 :</p>	<p>Recognize that science involves creativity, not just in designing experiments, but also in creating explanations that fit evidence.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: The Practice of Science</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.6.N.1.In.4: Compare results of observations and

	<p>experiments of self and others.</p> <ul style="list-style-type: none"> • SC.6.N.1.Su.4: Identify information based on observations and experiments of self and others. • SC.6.N.1.Pa.3: Recognize that people conduct activities and share information about science. <p>Remarks/Examples</p> <p>CCSS Connections: LACC.68.RST.3.7; LACC.68.WHST.1.2; and, LACC.68.WHST.3.9.</p>
<p>SC.6.N.2.1 :</p>	<p>Distinguish science from other activities involving thought. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: The Characteristics of Scientific Knowledge</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.6.N.2.In.1: Identify familiar topics included in the study of science. • SC.6.N.2.Su.1: Recognize familiar topics in the study of science. • SC.6.N.2.Pa.1: Recognize objects and pictures related to science. <p>Remarks/Examples</p> <p>Thought refers to any mental or intellectual activity involving an individual's subjective consciousness. Science is a systematic process that pursues, builds and organizes knowledge in the form of testable explanations and predictions about the natural world.</p>
<p>SC.6.N.2.2 :</p>	<p>Explain that scientific knowledge is durable because it is open to change as new evidence or interpretations are encountered. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: The Characteristics of Scientific Knowledge</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.6.N.2.In.2: Identify that scientific knowledge changes with new evidence or new interpretations. • SC.6.N.2.Su.2: Recognize that scientific knowledge changes when new things are discovered.

	<ul style="list-style-type: none"> • SC.6.N.2.Pa.1: Recognize objects and pictures related to science.
<p>SC.6.N.2.3 :</p>	<p>Recognize that scientists who make contributions to scientific knowledge come from all kinds of backgrounds and possess varied talents, interests, and goals. Cognitive Complexity: Level 1: Recall I Date Adopted or Revised: 02/08 Belongs to: The Characteristics of Scientific Knowledge</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.6.N.1.In.3: Identify that scientists can use different kinds of experiments, methods, and explanations to find answers to scientific questions. • SC.6.N.2.Su.3: Recognize contributions of well-known scientists. • SC.6.N.2.Pa.2: Recognize a scientist as a person who works with science.
<p>SC.6.N.3.1 :</p>	<p>Recognize and explain that a scientific theory is a well-supported and widely accepted explanation of nature and is not simply a claim posed by an individual. Thus, the use of the term theory in science is very different than how it is used in everyday life. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts I Date Adopted or Revised: 02/08 Belongs to: The Role of Theories, Laws, Hypotheses, and Models</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.6.N.3.In.1: Identify that a scientific theory is an explanation of nature supported by evidence. • SC.6.N.3.Su.1: Recognize that a scientific theory is an explanation of nature. • SC.6.N.3.Pa.1: Observe and recognize a predictable cause-effect relationship related to a science topic.
<p>SC.6.N.3.2 :</p>	<p>Recognize and explain that a scientific law is a description of a specific relationship under given conditions in the natural world. Thus, scientific laws are different from societal laws. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts I Date Adopted or Revised: 02/08 Belongs to: The Role of Theories, Laws, Hypotheses, and Models</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • SC.6.N.3.In.2: Identify examples of scientific laws (proven descriptions of nature), such as the law of gravity. • SC.6.N.3.Su.2: Recognize events that are based on scientific laws, such as the law of gravity. • SC.6.N.3.Pa.1: Observe and recognize a predictable cause-effect relationship related to a science topic.
<p>SC.6.N.3.3 :</p>	<p>Give several examples of scientific laws. Cognitive Complexity: Level 1: Recall Date Adopted or Revised: 02/08 Belongs to: The Role of Theories, Laws, Hypotheses, and Models</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.6.N.3.In.2: Identify examples of scientific laws (proven descriptions of nature), such as the law of gravity. • SC.6.N.3.Su.2: Recognize events that are based on scientific laws, such as the law of gravity. • SC.6.N.3.Pa.1: Observe and recognize a predictable cause-effect relationship related to a science topic.
<p>SC.6.N.3.4 :</p>	<p>Identify the role of models in the context of the sixth grade science benchmarks. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: The Role of Theories, Laws, Hypotheses, and Models</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.6.N.3.In.3: Identify models used in the context of sixth grade science access points. • SC.6.N.3.Su.3: Recognize models used in the context of sixth grade science access points. • SC.6.N.3.Pa.2: Associate a model with an activity used in the context of sixth grade science access points. <p>Remarks/Examples</p> <hr/> <p>CCSS Connections: MACC.K12.MP.4: Model with mathematics.</p>
<p>SC.6.P.11.1 •</p>	<p>Explore the Law of Conservation of Energy by differentiating between</p>

	<p>potential and kinetic energy. Identify situations where kinetic energy is transformed into potential energy and vice versa. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Energy Transfer and Transformations</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.6.P.11.In.1: Identify energy as stored (potential) or expressed in motion (kinetic). • SC.6.P.11.Su.1: Recognize examples of stored energy, such as in a roller coaster. • SC.6.P.11.Pa.1: Distinguish between objects in motion (kinetic energy) and at rest.
<p>SC.6.P.12.1 :</p>	<p>Measure and graph distance versus time for an object moving at a constant speed. Interpret this relationship. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 02/08 Belongs to: Motion of Objects</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.6.P.12.In.1: Identify that speed describes the distance and time in which an object is moving, such as miles per hour. • SC.6.P.12.Su.1: Recognize that speed describes how far an object travels in a given amount of time. • SC.6.P.12.Pa.1: Recognize that traveling longer distances takes more time, such as going to the cafeteria takes longer than going across the classroom. <p>Remarks/Examples</p> <hr/> <p>CCSS Connections: MACC.K12.MP.5: Use appropriate tools strategically; and, MACC.K12.MP.6: Attend to precision.</p>
<p>SC.6.P.13.1 :</p>	<p>Investigate and describe types of forces including contact forces and forces acting at a distance, such as electrical, magnetic, and gravitational. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Forces and Changes in Motion</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • SC.6.P.13.In.1: Identify examples of gravitational and contact forces, such as falling objects or push and pull. • SC.6.P.13.Su.1: Distinguish between pushing and pulling forces (contact) and falling (gravitational force) of an object. • SC.6.P.13.Pa.1: Recognize that pushing or pulling makes an object move (contact force).
<p>SC.6.P.13.2 :</p>	<p>Explore the Law of Gravity by recognizing that every object exerts gravitational force on every other object and that the force depends on how much mass the objects have and how far apart they are. Cognitive Complexity: Level 1: Recall Date Adopted or Revised: 02/08 Belongs to: Forces and Changes in Motion</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.6.P.13.In.1: Identify examples of gravitational and contact forces, such as falling objects or push and pull. • SC.6.P.13.Su.1: Distinguish between pushing and pulling forces (contact) and falling (gravitational force) of an object. • SC.6.P.13.Pa.1: Recognize that pushing or pulling makes an object move (contact force). • SC.6.P.13.Pa.2: Recognize that objects fall unless supported by something.
<p>SC.6.P.13.3 :</p>	<p>Investigate and describe that an unbalanced force acting on an object changes its speed, or direction of motion, or both. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 02/08 Belongs to: Forces and Changes in Motion</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SC.6.P.13.In.2: Demonstrate and describe how forces can change the speed and direction of objects in motion. • SC.6.P.13.Su.2: Recognize that force can change the speed and direction of an object in motion. • SC.6.P.13.Pa.3: Recognize the speed (fast or slow) of a moving object.

RELATED GLOSSARY TERM DEFINITIONS (52)

Atmosphere:	The layers of gas that surround Earth, other planets, or stars.
Atom:	The smallest unit of a chemical element that can still retain the properties of that element.
Bacteria:	Any of a large group of one-celled organisms that lack a cell nucleus, reproduce by fission or by forming spores, and in some cases cause disease.
Biosphere:	The part of the earth and its atmosphere in which living organisms exist or that is capable of supporting life.
Cell:	The smallest structural unit of an organism that is capable of independent functioning, consisting of cytoplasm and various organelles, all surrounded by a semipermeable cell membrane, which in some cells, is surrounded by a cell wall
Chloroplast:	A plastid in most cells of most plants that contains chlorophylls and carotenoid pigments and produces glucose through photosynthesis.
Conduction:	To transmit heat, sound, or electricity through a medium.
Convection:	Heat transfer in a gas or liquid by the circulation of currents from one region to another.
Cytoplasm:	The material that surrounds organelles and inside the cell membrane.
Delta:	A usually triangular mass of sediment, especially silt and sand, deposited at the mouth of a river. Deltas form when a river flows into a body of standing water, such as a sea or lake, and deposits large quantities of sediment.
Deposition:	The process by which sediment is carried by forces (e.g., wind, rain, or water currents) and left in a certain area.
Dune:	A hill or ridge of sand piled up by the wind.
Energy:	The capacity to do work.
Erosion:	The wearing away of Earth's surface by the breakdown and transportation of rock and soil.

Experiment:	A procedure that is carried out and repeated under controlled conditions in order to discover, demonstrate, or test a hypothesis.
Force:	A vector quantity that exists between two objects and, when unbalanced by another force, causes changes in velocity of objects in the direction of its application; a push or pull.
Fungus:	A kingdom of eukaryotic organisms that reproduce by spores and have cell walls that contain chitin, examples include the mushrooms, molds, yeasts, and mildews.
Geosphere:	The solid part of the earth consisting of the crust and outer mantle.
Glacier:	A huge mass of ice slowly flowing over a land mass, formed from compacted snow in an area where snow accumulation exceeds melting and sublimation.
Gravity:	The force of attraction between any two objects.
Heat:	Energy that transfers between substances because of a temperature difference between the substances; the transfer of energy is always from the warmer substance to the cooler substance
Homeostasis:	The tendency of an organism or cell to regulate its internal conditions, such as the chemical composition of its body fluids, so as to maintain health and functioning, regardless of outside conditions.
Humidity:	The amount of water vapor in the atmosphere, usually expressed as either absolute humidity or relative humidity.
Hydrosphere:	All of the Earth's water, including surface water (water in oceans, lakes, and rivers), groundwater (water in soil and beneath the Earth's surface), snowcover, ice, and water in the atmosphere, including water vapor.
Investigation :	A systematic process that uses various types of data and logic and reasoning to better understand something or answer a question.
Kinetic energy:	The energy possessed by a body because of its motion.
Law :	A statement that describes invariable relationships among phenomena under a specified set of conditions.
Magnetic:	Having the property of attracting iron and certain other materials by virtue of a field of force.
Mass:	The amount of matter an object contains.
Membrane·	A thin layer of tissue that surrounds or lines a cell, a group of cells, or

	a cavity; any barrier separating two fluids.
Mitochondrion:	A spherical or elongated organelle in the cytoplasm of nearly all eukaryotic cells that uses enzymes and membranes to make chemical energy available to the cell to make food to usable energy.
Model :	A systematic description of an object or phenomenon that shares important characteristics with the object or phenomenon. Scientific models can be material, visual, mathematical, or computational and are often used in the construction of scientific theories.
Molecule:	The smallest unit of matter of a substance that retains all the physical and chemical properties of that substance; consists of a single atom or a group of atoms bonded together.
Motion:	The act or process of changing position and/or direction.
Nucleus:	The center region of an atom where protons and neutrons are located; also a cell structure that contains the cell genetic material of the cell.
Observation :	What one has observed using senses or instruments.
Organ:	A structure containing different tissues that are organized to carry out a specific function of the body (e.g., heart, lungs, brain, etc.)
Organelle:	A differentiated structure within a cell, such as a mitochondrion, vacuole, or chloroplast, that performs a specific function.
Organism:	An individual form of life of one or more cells that maintains various vital processes necessary for life.
Parasite:	An organism that grows, feeds, and is sheltered on or in a different organism while contributing nothing to the survival of its host.
Planet:	A large body in space that orbits a star and does not produce light of its own.
Potential energy:	Energy stored in a physical system due to the object's configuration and position.
Precipitation:	In meteorology, a form of water, such as rain, snow, or sleet that condenses from the atmosphere, becomes too heavy to remain suspended, and falls to the Earth's surface.
Radiation:	Emission of energy in the form of rays or waves.
Scientist:	A person with expert knowledge of one or more sciences, that engages in processes to acquire and communicate knowledge.

Speed:	Amount of distance traveled divided by time taken; the time-rate at which any physical process takes place.
Sun:	The closest star to Earth and the center of our solar system.
Theory :	A set of statements or principles devised to explain a group of facts or phenomena, especially one that has been repeatedly tested or is widely accepted and can be used to make predictions about natural phenomena.
Tissue:	Similar cells acting to perform a specific function.
Vacuole:	A cavity in the cytoplasm of a cell, bound by a single membrane and containing water, food, or metabolic waste.
Variable:	An event, condition, or factor that can be changed or controlled in order to study or test a hypothesis in a scientific experiment.
Virus:	A noncellular, usually disease-causing, particle with an outer protein code and a core of genetic material that is capable of growth and replication in living host cells.



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Course: Physical Education: 6-8- 7815010

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BASIC INFORMATION

Course Title:	Physical Education: 6-8
Course Number:	7815010
Course Abbreviated Title:	PE: 6-8
Course Path:	Section: Exceptional Student Education Grade Group: Middle/Junior High Subject: Miscellaneous
Status:	Draft - Board Approval Pending
General Notes:	<p>A. Major Concepts/Content. The purpose of this course is to provide opportunities for students with disabilities to develop motor skills and to participate in various physical activities that may be modified to meet individual needs.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none">• team sports• independent sports• recreational sports• motor development• physical fitness <p>This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:</p> <p>CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.</p> <p>CL.A.1.Su.1 complete specified Sunshine State Standards with</p>

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

After successfully completing this course, the student will:

1. **Perform physical movement skills at levels consistent with own capabilities.**

2. **Perform skills in individual and team activities at levels consistent with own capabilities.**

3. **Perform recreational skills involved in selected physical activities at levels consistent with own capabilities.**

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

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

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

4. **Demonstrate understanding of the importance of regular participation in physical activities, fitness activities, and recreation for maintenance of physical well-being.**

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

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

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

5. **Use responsible personal and social behaviors when participating in physical activities.**

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

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

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

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

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

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

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

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

6. **Use technology to participate in and gain knowledge about own individual fitness and recreation activities.**



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Course: 7812030 Access M/J Mathematics 3-

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BASIC INFORMATION

Course Title:	Access M/J Mathematics 3
Course Number:	7812030
Course Abbreviated Title:	Access M/J Math 3
Course Path:	Section: Exceptional Student Education Grade Group: Middle/Junior High Subject: Academics - Subject Areas
Number of Credits:	NA
Course length:	Year (Y)
Course Type:	Core
Status:	State Board Approved
Requires Highly Qualified Teacher(HQT)?	Yes
Course Size?	Yes
No Child Left Behind (NCLB)?	Yes
General Notes:	Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent), which reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with

significant cognitive disabilities.

The study of mathematics provides the means to organize, understand, and predict life's events in quantifiable terms. Organizing life using numbers allows us to keep accurate records of objects and events, such as quantity, sequence, time, and money. Using numbers to understand the relationship between relative quantities or characteristics allows us to accurately problem solve and predict future outcomes of quantifiable events as conditions change. Many of life's typical activities require competency in using numbers, operations, and algebraic thinking (e.g., counting, measuring, comparison shopping), geometric principles (e.g., shapes, area, volume), and data analysis (e.g., organizing information to suggest conclusions). Some students with significant cognitive disabilities will access and use traditional mathematical symbols and abstractions, while others may apply numeric principles using concrete materials in real-life activities. In any case, mathematics is one of the most useful skill sets and essential for students with significant cognitive disabilities. It provides a means to organize life and solve problems involving quantity and patterns, making life more orderly and predictable.

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of mathematics at the eighth grade level. The concepts of joining and separating quantities, fractions, proportion, estimation, and data analysis provide a means to analyze our environment, sequence, and predict outcomes of quantifiable events. The content should include, but not be limited to, the concepts of:

- Whole numbers
- Combining and separating quantities
- Proportion/congruency
- Fractions/per cent/decimals
- Variables
- Attributes of plane and solid figures
- Angles
- Data collection and analysis
- Probability
- Estimation
- Ratio
- Solving routine and non-routine quantitative problems

RELATED ACCESS POINTS: Independent(16) Supported(16) Participatory(13) Core Content Connector(0)

MA.8.A.1.1 :

Create and interpret tables, graphs, and models to represent, analyze, and solve problems related to linear equations, including analysis of domain, range, and the difference between discrete and continuous data.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 09/07

Belongs to: [BIG IDEA 1](#)

Access Points:

- **MA.8.A.1.In.a**: Use information from physical models, diagrams, tables, and graphs to solve addition, subtraction, multiplication, and division number sentences (equations) based on real-world problems.
- **MA.8.A.1.Su.a**: Use information from physical models, diagrams, tables, and pictographs to solve number sentences (equations) involving addition and subtraction with one-digit and two-digit numbers.
- **MA.8.A.1.Pa.a**: Solve simple real-world problems involving quantities using language, such as number names, more, less, same, larger, smaller, and none.
- **MA.8.A.1.Pa.b**: Solve simple problems involving joining or separating sets of objects or pictures to 8.

Remarks/Examples

Example 1: Jan decided to save some money. She already had \$25. She received and saved \$5 on Friday each week for 8 weeks. Make a table and a graph of the money she would have each week. If she continues with this same savings plan, how much money will she have after 2 years? Is the situation in this problem continuous or discrete?

The problem above is technically a discrete problem. A continuous linear function such as $y=25+ 5x$ may be used to

	<p>fit the data and to solve the problem. If the domain is integers, this is a discrete function. If the domain is all real numbers, this is a continuous function.</p>
<p>MA.8.A.1.2 :</p>	<p>Interpret the slope and the x- and y-intercepts when graphing a linear equation for a real-world problem. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 1</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.8.A.1.In.a: Use information from physical models, diagrams, tables, and graphs to solve addition, subtraction, multiplication, and division number sentences (equations) based on real-world problems. • MA.8.A.1.Su.a: Use information from physical models, diagrams, tables, and pictographs to solve number sentences (equations) involving addition and subtraction with one-digit and two-digit numbers. • MA.8.A.1.Pa.a: Solve simple real-world problems involving quantities using language, such as number names, more, less, same, larger, smaller, and none. • MA.8.A.1.Pa.b: Solve simple problems involving joining or separating sets of objects or pictures to 8. <p>Remarks/Examples</p> <p>Example: For the example 1 in benchmark MA.8.A.1.1, graph the equation $y = 5w + 25$. Tell why the line "slopes up" by 5 each week. Also tell why the line crosses the y-axis at 25.</p>
<p>MA.8.A.1.3 :</p>	<p>Use tables, graphs, and models to represent, analyze, and solve real-world problems related to systems of linear equations. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 1</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.8.A.1.In.b: Identify the relationship between two sets of related data, such as ordered number pairs in a table. • MA.8.A.1.Su.b: Describe the relationship (1 more or 1 less)

	<p>between two sets of related numbers.</p> <ul style="list-style-type: none"> • MA.8.A.1.Pa.a: Solve simple real-world problems involving quantities using language, such as number names, more, less, same, larger, smaller, and none. • MA.8.A.1.Pa.b: Solve simple problems involving joining or separating sets of objects or pictures to 8. <p>Remarks/Examples</p> <hr/> <p>Example 1: A zoo has turtles (each with four legs) and pelicans (each with two legs). There were 29 animals and 78 legs. How many of each type of animal were there? Your final solution should involve principles of equality.</p> <p>Example 2: The students in Mr. Kemp's class ordered T-shirts for the class. They found two different quotes for the cost of the shirts. Company A charges \$4 per shirt. Company B charges \$75 plus \$3 per shirt.</p> <ol style="list-style-type: none"> 1. The class plans to order 30 shirts. Which company will be a better deal? 2. For what number of T-shirts is the cost the same for both companies? 3. Does the company you chose for question 1 always offer a better deal? Why or why not? Explain your answers. <p>Students should be encouraged to make tables, graphs, and equations and notice the interconnectedness of these representations.</p>
<p>MA.8.A.1.4 :</p>	<p>Identify the solution to a system of linear equations using graphs. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 1</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.8.A.1.In.c: Translate problem situations into number sentences (equations) involving addition and subtraction of two-digit numbers and multiplication and division facts using

	<p>information from physical and visual models, tables, and pictographs.</p> <ul style="list-style-type: none"> • MA.8.A.1.Su.c: Translate real-world situations into number sentences (equations) involving addition and subtraction using information from physical and visual models, tables, and pictographs. • MA.8.A.1.Pa.a: Solve simple real-world problems involving quantities using language, such as number names, more, less, same, larger, smaller, and none. • MA.8.A.1.Pa.b: Solve simple problems involving joining or separating sets of objects or pictures to 8. <p>Remarks/Examples</p> <p>Remarks: Students should recognize that intersecting lines yield a unique solution; parallel lines yield no solution; and coincidental lines yield an infinite number of solutions. Students may use graphing technology to make observations about the effects of slope on the solution of systems of linear equations.</p> <p>Example: Use a graph of the following functions to determine a solution to the system of equations.</p> $y = 5x + 3$ $y = 3x - 9 + 2x$ <p>Example: Jan started with \$25 and saved \$5 each week. Bill started at the same time with no money and saved \$10 per week. Use a graph to determine if or when Bill and Jan will have the same amount of money.</p>
<p>MA.8.A.1.5 :</p>	<p>Translate among verbal, tabular, graphical, and algebraic representations of linear functions.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 09/07</p> <p>Belongs to: BIG IDEA 1</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.8.A.1.In.c: Translate problem situations into number sentences (equations) involving addition and subtraction of two-digit numbers and multiplication and division facts using information from physical and visual models, tables, and pictographs. • MA.8.A.1.Su.c: Translate real-world situations into number sentences (equations) involving addition and subtraction using information from physical and visual models, tables, and pictographs.

	<ul style="list-style-type: none"> • MA.8.A.1.Pa.c: Distinguish between the position of two objects, such as first and next. • MA.8.A.1.Pa.a: Solve simple real-world problems involving quantities using language, such as number names, more, less, same, larger, smaller, and none. • MA.8.A.1.Pa.b: Solve simple problems involving joining or separating sets of objects or pictures to 8. <p>Remarks/Examples</p> <p>Example: Jan started with \$25 and saved \$5 each week. Bill started at the same time with no money and saved \$10 per week. Make a table to display the data, write an equation to show the amount of money each person has each week, and graphically display the situation. Explain the relationship between different representations of the same data.</p>
<p>MA.8.A.1.6 :</p>	<p>Compare the graphs of linear and non-linear functions for real-world situations.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 1</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.8.A.1.In.c: Translate problem situations into number sentences (equations) involving addition and subtraction of two-digit numbers and multiplication and division facts using information from physical and visual models, tables, and pictographs. • MA.8.A.1.Su.c: Translate real-world situations into number sentences (equations) involving addition and subtraction using information from physical and visual models, tables, and pictographs. • MA.8.A.1.Pa.c: Distinguish between the position of two objects, such as first and next. <p>Remarks/Examples</p> <p>Students should understand that some situations can be modeled by a linear function and others cannot.</p>

	<p>Example: Mark had \$100 and added \$10 to it each year. Mandy put \$100 in the bank, earned 10% interest each year on her total amount of money in the bank, and left the interest in the bank account. Make a table of their money for 5 years. Graph the values. Explain why one function is linear and the other one is not.</p>
<p>MA.8.A.4.1 :</p>	<p>Solve literal equations for a specified variable. Cognitive Complexity: Level 1: Recall Date Adopted or Revised: 09/07 Belongs to: Algebra</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.8.A.4.In.a: Identify the meaning of the variables in stated formulas (literal equations) to solve problems involving area and perimeter. • MA.8.A.4.Su.a: Demonstrate how to determine the total length of all the sides (perimeter) of figures, such as rectangles, to solve problems. • MA.8.A.4.Pa.a: Identify a given quantity to 7 and add 1 more to solve problems. • MA.8.A.4.Pa.b: Identify a given quantity to 8 and take away 1 to solve problems. <p>Remarks/Examples</p> <p>Example 1: Solve the following equation for h: $A=bh$</p> <p>Example 2: The following equation tells you how much simple interest you will earn if you invest an amount of money (P) at a specified rate (r), for a given amount of time (t): $I = Prt$. Solve for P.</p>
<p>MA.8.A.4.2 :</p>	<p>Solve and graph one- and two-step inequalities in one variable. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 09/07 Belongs to: Algebra</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.8.A.4.In.b: Translate real-world problem situations into number sentences (equations and inequalities) involving addition, subtraction, and multiplication using visual models, tables, and graphs. • MA.8.A.4.Su.b: Translate real-world problem situations into

	<p>number sentences (equations) involving addition and subtraction of one-digit and two-digit numbers using physical and visual models and tables.</p> <ul style="list-style-type: none"> • MA.8.A.4.Pa.a: Identify a given quantity to 7 and add 1 more to solve problems. • MA.8.A.4.Pa.b: Identify a given quantity to 8 and take away 1 to solve problems. <p>Remarks/Examples</p> <hr/> <p>Example: Solve the following inequality for x: $6x-3>10$. Graph the solution set.</p>
<p>MA.8.A.6.1 :</p>	<p>Use exponents and scientific notation to write large and small numbers and vice versa and to solve problems. Cognitive Complexity: Level 1: Recall Date Adopted or Revised: 09/07 Belongs to: Number and Operations</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.8.A.6.In.a: Express, represent, and use whole numbers to 1000 in various contexts. • MA.8.A.6.Su.a: Express, represent, and use whole numbers to 100 in various contexts. • MA.8.A.6.Pa.a: Identify quantity in sets to 8 using objects, pictures, symbols, or number names. <p>Remarks/Examples</p> <hr/> <p>Example 1: Write 3,600,000,000 in standard scientific notation.</p> <p>Example 2: Write 0.000 000 000 47 in standard scientific notation.</p> <p>Example 3: Write 6.02×10^{23} without the use of exponents.</p>
<p>MA.8.A.6.2 :</p>	<p>Make reasonable approximations of square roots and mathematical expressions that include square roots, and use them to estimate solutions to problems and to compare mathematical expressions involving real numbers and radical expressions. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 09/07</p>

	<p>Belongs to: Number and Operations</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.8.A.6.In.b: Use a grouping strategy or place value to round whole numbers to 1000 to the nearest ten or hundred to determine a reasonable estimate in problem situations, and check for accuracy. • MA.8.A.6.Su.b: Use counting, grouping, and place value to identify the value of whole numbers to 100. • MA.8.A.6.Pa.b: Demonstrate one-to-one correspondence by counting objects or actions to 8. <p>Remarks/Examples</p> <hr/> <p>Example: The formula $t = \frac{\sqrt{h}}{4}$ represents the time (t) in seconds that it takes an object to fall from a height of h feet. If a ball is dropped from a height of 200 ft, estimate how long it will take to reach the ground.</p>
<p>MA.8.A.6.3 :</p>	<p>Simplify real number expressions using the laws of exponents. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 09/07 Belongs to: Number and Operations</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.8.A.6.In.b: Use a grouping strategy or place value to round whole numbers to 1000 to the nearest ten or hundred to determine a reasonable estimate in problem situations, and check for accuracy. • MA.8.A.6.Su.b: Use counting, grouping, and place value to identify the value of whole numbers to 100. • MA.8.A.6.Pa.b: Demonstrate one-to-one correspondence by counting objects or actions to 8. <p>Remarks/Examples</p> <hr/> <p>Example 1: $3^2 \cdot 3^3 = 3 \cdot 3 \cdot 3 \cdot 3 = 3^5$ Example 2: Find the value of the expression $4^3 - 3^3$. Example 3: Simplify the following expression:</p>

$$\frac{2^3 3^4 5^6}{4^2 3^2}$$

MA.8.A.6.4 :

Perform operations on real numbers (including integer exponents, radicals, percents, scientific notation, absolute value, rational numbers, and irrational numbers) using multi-step and real world problems.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 09/07

Belongs to: [Number and Operations](#)

Access Points:

- [MA.8.A.6.In.c](#): Express, represent, and use fractions—including halves, fourths, thirds, eighths, and sixths—using whole objects or sets, number names, and numerals in various contexts.
- [MA.8.A.6.In.d](#): Express, represent, and use percents—including 25%, 50%, 75%, and 100%—and decimals in the context of money.
- [MA.8.A.6.Su.c](#): Express, represent, and use fractions—such as halves, fourths, and thirds—using whole objects or sets, pictures, number names, and numerals in various contexts.
- [MA.8.A.6.Su.d](#): Identify percents including 50% and 100%.
- [MA.8.A.6.Pa.c](#): Recognize half and whole sets of objects to 8.

Remarks/Examples

Example 1: The table shows Mr. Smith's weight during the first 3 months of his diet. If he started his diet at 245 pounds, fill in the following table.

Month	1	2	3
Weight	238	229	224
Weight change			

MA.8.G.2.1 :

Use similar triangles to solve problems that include height and distances.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 09/07

Belongs to: [BIG IDEA 2](#)

	<p>Access Points:</p> <ul style="list-style-type: none"> • MA.8.G.2.In.a: Identify triangles that are the same shape but different size (similar) using physical and visual models. • MA.8.G.2.Su.a: Match triangles that are the same shape but different size (similar) using physical models. • MA.8.G.2.Pa.a: Recognize a triangle. <p>Remarks/Examples</p> <hr/> <p>Example 1: At the same time a 10 ft flagpole casts an 8 ft shadow, a nearby tree casts a 40 ft shadow. How tall is the tree?</p> <p>Example 2: A 72-inch tall man casts a shadow that is 96 inches long. At the same time, a nearby crane casts a 52-foot long shadow. How tall is the crane?</p>
<p>MA.8.G.2.2 :</p>	<p>Classify and determine the measure of angles, including angles created when parallel lines are cut by transversals. Cognitive Complexity: Level 1: Recall Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 2</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.8.G.2.In.b: Form intersecting lines and identify the angles as acute, obtuse, or right angles by matching to a model. • MA.8.G.2.Su.b: Identify angles formed by lines that cross (intersecting lines). • MA.8.G.2.Pa.b: Recognize corners and angles in two-dimensional shapes, including rectangles and triangles. <p>Remarks/Examples</p> <hr/> <p>Students identify congruent angles, and unique pairings of angles that can be used to determine the measure of missing angles.</p> <p>Example 1: Given that lines k and l are parallel, determine which angles are vertical, complementary, supplementary, and corresponding.</p>



Example 2: Use a map of your town and ask students to identify vertical, complementary, supplementary, and right angles that are formed by the roads.

MA.8.G.2.3 :

Demonstrate that the sum of the angles in a triangle is 180-degrees and apply this fact to find unknown measure of angles and the sum of angles in polygons.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07

Belongs to: [BIG IDEA 2](#)

Access Points:

- [MA.8.G.2.In.c](#): Distinguish angles within triangles as acute, obtuse, or right angles using a right angle as a model.
- [MA.8.G.2.Su.c](#): Identify the angles within a triangle.
- [MA.8.G.2.Pa.b](#): Recognize corners and angles in two-dimensional shapes, including rectangles and triangles.

Remarks/Examples

Example 1: "Make a paper triangle and cut off regions around the vertices. Then place the vertices together, meeting at a common point, to see that they form a (approximate) straight angle."

Example 2: In the following diagram, line k is parallel to line l. Use properties of angles made when parallel lines are cut by transverse lines to demonstrate that the sum of the three interior angles of a planar triangle is 180 degrees.



Example 3: Determine the sum of the internal angles of a regular hexagon. Investigate whether this sum is the same or different for different hexagons. Explain your findings.

MA.8.G.2.4 :

Validate and apply Pythagorean Theorem to find distances in real world situations or between points in the coordinate plane.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07
Belongs to: [BIG IDEA 2](#)

Access Points:

- [MA.8.G.2.In.d](#): Locate the right angle and the side opposite the right angle (hypotenuse) in a right triangle.
- [MA.8.G.2.Su.d](#): Locate the right angle within a right triangle.
- [MA.8.G.2.Pa.c](#): Recognize the longest side (hypotenuse) of a right triangle.

Remarks/Examples

Example 1: You are wrapping a gift for your teacher's birthday. It is a very long and skinny pencil. You want to wrap it in a box so that your teacher can not tell what shape it is. Your friend has a shoe box that measures 10 inches by 7 inches by 5 inches. The pencil is 13 inches long. Will you be able to fit the pencil into the shoe box and close the lid? Justify your answer with mathematics.

Example 2: You are sailing your boat to Key West from Pensacola. Key West is 82°W and 25°N , and your boat is 84°W and 29°N . What is the distance from your boat to Key West? Assume 1° change in longitude or latitude is 70 miles.



[MA.8.G.5.1](#) :

Compare, contrast, and convert units of measure between different measurement systems (US customary or metric (SI)) and dimensions including temperature, area, volume, and derived units to solve problems.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 09/07
Belongs to: [Geometry and Measurement](#)

Access Points:

- [MA.8.G.5.In.a](#): Use tools, such as charts and technology, to convert measures within the same system, including money, length, time, and capacity.
- [MA.8.G.5.Su.a](#): Use tools, such as charts, to identify standard units of measurement for length, weight, capacity, and time.
- [MA.8.G.5.Pa.a](#): Recognize tools used for measurement, such as clocks, calendars, and rulers.

Remarks/Examples

Example 1: Convert 25°C to degrees Fahrenheit.

Example 2: Convert 30 miles per hour to feet per second.

$$\frac{30 \text{ miles}}{\text{hour}} = \frac{? \text{ feet}}{\text{second}}$$

Students should not be using only formulas to do this. 1 mile = 5280 feet, and there are 3600 seconds in 1 hour. We may use these equivalencies to substitute feet for miles and seconds for hours.

$$\frac{30 \text{ miles}}{\text{hour}} = \frac{? \text{ feet}}{\text{second}}$$

Another way to convert units is demonstrated here:

$$\frac{30 \text{ miles}}{\text{hour}} = \frac{? \text{ feet}}{\text{second}}$$

[MA.8.S.3.1](#) :

Select, organize and construct appropriate data displays, including box and whisker plots, scatter plots, and lines of best fit to convey information and make conjectures about possible relationships.
Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07
Belongs to: [BIG IDEA 3](#)

	<p>Access Points:</p> <ul style="list-style-type: none"> • MA.8.S.3.In.a: Organize data into categories, identify the labels, and display in bar and simple line graphs. • MA.8.S.3.Su.a: Organize data in pictographs and match the labels for categories. • MA.8.S.3.Pa.a: Count the objects, pictures, or symbols used in a pictograph or chart and identify a total to 8. <p>Remarks/Examples</p> <hr/> <p>Example: Alfonso's bowling scores are 125, 142, 165, 138, 176, 102, 156, 130, and 142. Make a box-and-whiskers plot of the data.</p> <p>The box and whiskers plot below represents the bowling scores of Anna. Compare the bowling scores of Alfonso and Anna. Who is a better bowler?</p> 
<p>MA.8.S.3.2:</p>	<p>Determine and describe how changes in data values impact measures of central tendency.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 3</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.8.S.3.In.b: Determine the largest and smallest numbers in a set of data, the number that occurs most often (mode), and the number in the middle (median) of a set of data with up to 9 numbers. • MA.8.S.3.Su.b: Identify the number that occurs most frequently (mode) in a set of data with up to 5 numbers. • MA.8.S.3.Pa.a: Count the objects, pictures, or symbols used in a pictograph or chart and identify a total to 8. <p>Remarks/Examples</p>

	<p>Example: Mrs. Donohue has told her students that she will remove the lowest exam score for each student at the end of the grading period. Sara received grades of 43, 78, 84, 85, 88, 78, and 90 on her exams. What will be the different between the mean, median, and mode of her original grades and the mean, median, and mode of her five grades after Mrs. Donohue removes one grade?</p>
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RELATED GLOSSARY TERM DEFINITIONS (69)

Absolute value:	A number's distance from zero on a number line. Distance is expressed as a positive value.
Angle:	Two rays or two line segments extending from a common end point called a vertex. Angles are measured in degrees, in radians, or in gradians.
Approximate:	A number or measurement that is close to or near its exact value.
Area:	The number of square units needed to cover a surface.
Benchmark:	A point of reference from which other measurements or values may be made or judged.
Central tendency:	A measure used to describe data (e.g., mean, mode, median).
Congruent:	Figures or objects that are the same shape and size.
Continuous data:	Data that can take any of an infinite number of values between whole numbers and so may not be measured completely accurately.
Continuous function:	A function with a connected graph. A function $f(x)$ is continuous at $x=a$ if the limit of $f(x)$ as x approaches a exists and is equal to $f(a)$.
Coordinate plane:	A two-dimensional network of horizontal and vertical lines that are parallel and evenly-spaced; especially designed for locating points, displaying data, or drawing maps.
Derived units:	Units of measurement of a derived quantity in a given system of quantities. Derived units are expressed algebraically in terms of base

	units by means of mathematical symbols of multiplication and division. (e.g., mph)
Difference:	A number that is the result of subtraction
Dimension:	The number of coordinates used to express a position.
Domain:	The set of values of the independent variable(s) for which a function or relation is defined.
Equality:	A mathematical statement of the equivalence of two quantities. Equivalence properties of equality includes reflexive ($a=a$), symmetric (if $a=b$, then $b=a$), and transitive (if $a=b$ and $b=c$, then $a=c$) properties. A balanced equation will remain balanced if you add, subtract, multiply or divide (excluding division by zero) both sides by the same number.
Equation:	A mathematical sentence stating that the two expressions have the same value. Also read the definition of equality.
Estimate:	Is an educated guess for an unknown quantity or outcome based on known information. An estimate in computation may be found by rounding, by using front-end digits, by clustering, or by using compatible numbers to compute.
Expression:	A mathematical phrase that contains variables, functions, numbers, and/or operations. An expression does not contain equal or inequality signs.
Formula:	A rule that shows the relationship between two or more quantities; involving numbers and/or variables.
Height:	A line segment extending from the vertex or apex of a figure to its base and forming a right angle with the base or plane that contains the base.
Hexagon (wolfram):	Is a six-sided polygon.
Infinite:	Has no end or goes on forever, not finite. A set is infinite if it can be placed in one-to-one correspondence with a proper subset of itself.
Integers:	The numbers in the set $\{\dots-4, -3, -2, -1, 0, 1, 2, 3, 4\dots\}$.
Interior angle:	An angle formed inside a plane figure.
Irrational number:	A real number that cannot be expressed as a ratio of two integers.
Line:	A collection of an infinite number of points in a straight pathway with unlimited length and having no width.

Linear equation:	An algebraic equation in which the variable quantity or quantities are raised to the zero or first power.
Linear function:	A relationship between two variables such that for a fixed change in one variable, there is fixed change in the other variable. If there is one independent variable (e.g. $f(x)=mx+b$), then the graph of the function will be a line. If there are two independent variables (e.g. $f(x,y)=ax+by+c$) then the graph of the function will be a plane.
Literal equations:	An equation that contains more than one variable; an implicit equation; often mathematical formula.
Mean:	There are several statistical quantities called means, e.g., harmonic mean, arithmetic mean, and geometric mean. However, "mean" commonly refers to the arithmetic mean that is also called arithmetic average. Arithmetic mean is a mathematical representation of the typical value of a series of numbers, computed as the sum of all the numbers in the series divided by the count of all numbers in the series. Arithmetic mean is the balance point if the numbers are considered as weights on a beam.
Median:	When the numbers are arranged from least to greatest, the middle number of a set of numbers, or the mean of two middle numbers when the set has two middle numbers is called median. Half of the numbers are above the median and half are below it.
Mode:	The most frequent value(s) of a set of data. A data set may have more than one mode if two or more data values appear the most. When no data value occurs more than once in a data set, there is no mode.
Model:	To represent a mathematical situation with manipulatives (objects), pictures, numbers or symbols.
Operation:	Any mathematical process, such as addition, subtraction, multiplication, division, raising to a power, or finding the square root.
Parallel lines:	Two lines in the same plane that are a constant distance apart. Parallel lines have equal slopes.
Percent:	Per hundred; a special ratio in which the denominator is always 100. The language of percent may change depending on the context. The most common use is in part-whole contexts, for example, where a subset is 40 percent of another set. A second use is change contexts, for example, a set increases or decreases in size by 40 percent to become 140% or 60% of its original size. A third use involves comparing two sets, for example set A is 40% of the size of set B, in

	other words, set B is 250 percent of set A.
Plot:	To locate a point by means of coordinates, or a curve by plotted points, or to represent an equation by means of a curve so constructed.
Point:	A specific location in space that has no discernable length or width.
Polygon:	A closed plane figure, having at least three side that are line segments and are connected at their endpoints.
Rate:	A ratio that compares two quantities of different units.
Real number:	The set of all rational and irrational numbers.
Real-world problem:	A problem that is an application of a mathematical concept in a real-life situation.
Representations:	Physical objects, drawings, charts, words, graphs, and symbols that help students communicate their thinking.
Right angle:	An angle whose measure is exactly 90° .
Root:	A root of a polynomial is a number x such that $P(x)=0$. A polynomial of degree n has n complex roots.
Scatter plot:	A graph of paired data in which the data values are plotted as points in (x, y) format.
Set:	A set is a finite or infinite collection of distinct objects in which order has no significance.
Simplify:	The process of converting a fraction or mixed number, to an equivalent fraction, or mixed number, in which the greatest common factor of the numerator and the denominator of the fraction is one. Simplify also refers to using the rules of arithmetic and algebra to rewrite an expression as simply as possible.
Square:	A rectangle with four congruent sides; also, a rhombus with four right angles.
Sum:	The result of adding numbers or expressions together.
System of linear equations:	Two or more related linear equations that have a common solution (A system of linear equations can have no common solutions, one common solution, or many common solutions).
System of equations:	A group of two or more equations that are related to the same situation and share variables. The solution to a system of equations is an ordered number set that makes all of the equations true.

Table:	A data display that organizes information about a topic into categories using rows and columns.
Transversal:	A line that intersects two or more lines at different points.
Triangle:	A polygon with three sides.
Unit:	A determinate quantity (as of length, time, heat, or value) adopted as a standard of measurement.
Variable:	Any symbol, usually a letter, which could represent a number. A variable might vary as in $f(x)=2x+1$, or a variable might be fixed as in $2x+1=5$.
Exponent (exponential form):	The number of times the base occurs as a factor, for example 2^3 is the exponential form of $2 \times 2 \times 2$. The number two (2) is called the base, and the number three (3) is called the exponent.
Function:	A relation in which each value of x is paired with a unique value of y . More formally, a function from A to B is a relation f such that every $a \in A$ is uniquely associated with an object $F(a) \in B$.
Inequality:	A sentence that states one expression is greater than ($>$), greater than or equal to (\geq), less than ($<$), less than or equal to (\leq), another expression.
Pythagorean Theorem:	The square of the hypotenuse (c) of a right triangle is equal to the sum of the squares of the legs (a and b), as shown in the equation $c^2 = a^2 + b^2$.
Radical:	The symbol $\sqrt[n]{x}$ used to indicate a root. The expression $\sqrt[n]{x}$ is therefore read "x radical n" or "the nth root of x." A radical without an index number is understood to be a square root.
Rational Number:	A number that can be expressed as a ratio a/b , where a and b are integers and $b \neq 0$.
Scientific Notation:	A shorthand method of writing very large or very small numbers using exponents in which a number is expressed as the product of a integer power of 10 and a number that is greater than or equal to one (1) and less than 10 (e.g., $7.59 \times 10^5 = 759,000$).

Slope:	The ratio of change in the vertical axis (y-axis) to each unit change in the horizontal axis (x-axis) in the form rise/run or $\frac{y}{x}$. Also the constant, m , in the linear equation for the slope-intercept form $y = mx + b$, where $m = \frac{y_1 - y_2}{x_1 - x_2}$
Vertex:	The point common to the two rays that form an angle; the point common to any two sides of a polygon; the point common to three or more edges of a polyhedron.
Volume:	A measure of the amount of space an object takes up; also the loudness of a sound or signal.
Weight:	The force with which a body is attracted to Earth or another celestial body, equal to the product of the mass of the object and the acceleration of gravity.
y-axis:	The vertical number line on a rectangular coordinate system



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MA.7.A.1.3 :

Solve problems involving similar figures.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date

Adopted or Revised: 09/07

Belongs to: [BIG IDEA 1](#)

Access Points:

- [MA.7.A.1.In.c](#): Measure and describe how various kinds of models compare in size to real-life objects.
- [MA.7.A.1.Su.c](#): Compare the size of models to real-life objects using language, such as same, larger, and smaller.
- [MA.7.A.1.Pa.b](#): Match objects to a model or picture that is a smaller version.

Remarks/Examples

Example: Rectangle A and rectangle B are similar. The lengths of congruent sides of rectangles A and B are 6 in. and 5 in., respectively. If the perimeter of rectangle A is 30 in., then what is the perimeter of rectangle B ?

MA.7.A.1.4 :

Graph proportional relationships and identify the unit rate as the slope of the related linear function.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07

Belongs to: [BIG IDEA 1](#)

Access Points:

- [MA.7.A.1.In.c](#): Measure and describe how various kinds of models compare in size to real-life objects.
- [MA.7.A.1.Su.c](#): Compare the size of models to real-life objects using language, such as same, larger, and smaller.
- [MA.7.A.1.Pa.b](#): Match objects to a model or picture that is a smaller version.

Remarks/Examples

In a linear relation, the vertical change (change in y -value) per unit of horizontal change (change in x -value) is always the same and this ratio ("rise over run") is called the slope of the function.

	<p>Example: A babysitter earns \$5 per hour. Draw a graph of money earned versus time. Find the numerical value of the slope and interpret it in words.</p>
<p>MA.7.A.1.5 :</p>	<p>Distinguish direct variation from other relationships, including inverse variation. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 1</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.7.A.1.In.c: Measure and describe how various kinds of models compare in size to real-life objects. • MA.7.A.1.Su.c: Compare the size of models to real-life objects using language, such as same, larger, and smaller. • MA.7.A.1.Pa.b: Match objects to a model or picture that is a smaller version. <p>Remarks/Examples</p> <p>Direct variation between y and x is when $y/x=k$ where k is a constant, or equivalently $y=kx$. Indirect variation is when $xy=k$ where k is a constant, or equivalently $y=k/x$.</p>
<p>MA.7.A.1.6 :</p>	<p>Apply proportionality to measurement in multiple contexts, including scale drawings and constant speed. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 1</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.7.A.1.In.c: Measure and describe how various kinds of models compare in size to real-life objects. • MA.7.A.1.Su.c: Compare the size of models to real-life objects using language, such as same, larger, and smaller. • MA.7.A.1.Pa.b: Match objects to a model or picture that is a smaller version. <p>Remarks/Examples</p> <p>The student might convert among different units of measurement to solve problems involving rates.</p>

Example 1: On a floor plan of your school, your classroom is 9 inches long and 6 inches wide. If the scale is 1 inch = 3 ft., what is the width of your classroom in feet? Explain your answer.

Example 2: You have a 4 in. by 5 in. photograph and you want to enlarge it to an 8 in. by 10 in. photograph. Roberto thinks that the new picture is four times as big as the old one. Dora thinks that the new picture is twice as big as the old one. Explain their thinking.

MA.7.A.3.1 :

Use and justify the rules for adding, subtracting, multiplying, dividing, and finding the absolute value of integers.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07

Belongs to: [BIG IDEA 3](#)

Access Points:

- [MA.7.A.3.In.a](#): Solve number sentences (equations) involving addition and subtraction of numbers to 500 .
- [MA.7.A.3.In.b](#): Solve number sentences involving multiplication and division facts.
- [MA.7.A.3.Su.a](#): Add and subtract one-digit and two-digit number sentences (equations).
- [MA.7.A.3.Su.b](#): Solve problems that involve combining (multiplying) or separating (dividing) equal sets with quantities to 50 using objects and pictures with numerals.
- [MA.7.A.3.Pa.a](#): Solve simple problems involving joining or separating sets of objects to 7.

Remarks/Examples

Remarks: Problems should be solved using concrete or pictorial representations of models, tables, and graphs, instead of using algebraic symbolism.

Example: Use the information provided in the table below to respond to each question.

Date Description Amt WD Amt Dep Bal

1/1/08	Beg Bal		\$500.00
1/5/08	Ret Ck Fee	\$25	475.00
1/5/08	Ret Ck Fee	\$25	450.00
1/6/08	Resolution	\$25	475.00
1/6/08	Resolution	\$25	500.00

Mary was charged \$25 each for 2 checks that bounced. Explain why the expression $2 \times (-25) = -150$ describes the situation. Mary had the problem of the bounced checks resolved and didn't have to pay the penalty of \$25. She wrote $(-2) \times (-25) = 50$ to fix her checkbook. Explain why a negative number multiplied by a negative number gives a positive number in this situation.

Example: Use a set of integer chips to model one method for evaluating $-5 + 8 - (-2)$. Explain your work.

Possible Answer: I began with a group of 5 negative integer chips, and then combined it with another group (added) of 8 positive integer chips, and then I removed (subtracted) two negative integer chips. Finally, I removed three "zero pairs" (one positive and one negative integer chips), since $-1 + 1 = 0$. My final answer was positive 5.

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MA.7.A.3.2 :

Add, subtract, multiply, and divide integers, fractions, and terminating decimals, and perform exponential operations with rational bases and whole number exponents including solving problems in everyday contexts.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07

Belongs to: [BIG IDEA 3](#)

Access Points:

- [MA.7.A.3.In.a](#): Solve number sentences (equations) involving addition and subtraction of numbers to 500 .

	<ul style="list-style-type: none"> • MA.7.A.3.In.b: Solve number sentences involving multiplication and division facts. • MA.7.A.3.Su.a: Add and subtract one-digit and two-digit number sentences (equations). • MA.7.A.3.Su.b: Solve problems that involve combining (multiplying) or separating (dividing) equal sets with quantities to 50 using objects and pictures with numerals. • MA.7.A.3.Pa.a: Solve simple problems involving joining or separating sets of objects to 7.
<p>MA.7.A.3.3 :</p>	<p>Formulate and use different strategies to solve one-step and two-step linear equations, including equations with rational coefficients. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 3</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.7.A.3.In.c: Translate real-world problem situations into number sentences (equations) involving addition and subtraction of two-digit numbers using a problem solving strategy. • MA.7.A.3.Su.c: Write and solve number sentences (equations) that correspond to real-world problem situations involving addition and subtraction with one-digit and two-digit numbers. • MA.7.A.3.Pa.b: Solve simple problems involving small quantities using language, such as more, less, same, larger, smaller, and none. <p>Remarks/Examples</p> <p>Example: It costs an initial fixed cost of \$2 plus an additional \$1.50 per mile to rent a taxi. Which equation represents the method for calculating the total cost of a taxi ride? What is the total cost for a 5-mile trip?</p>
<p>MA.7.A.3.4 :</p>	<p>Use the properties of equality to represent an equation in a different way and to show that two equations are equivalent in a given context. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 3</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • MA.7.A.3.In.d: Use the property of equality as a strategy to solve real-world problems. • MA.7.A.3.Su.d: Use physical models to solve simple problems to demonstrate the concept of equality. • MA.7.A.3.Pa.b: Solve simple problems involving small quantities using language, such as more, less, same, larger, smaller, and none. <p>Remarks/Examples</p> <p>Properties of equality explain the following results:</p> <ul style="list-style-type: none"> · A balanced equation will remain balanced if you add, subtract, multiply or divide (excluding division by zero) both sides by the same number. · A quantity equivalent to another quantity can be substituted for it. <p>Example 1: What is another way to express the following equation? $3x + 14 = x + 30$</p> <p>Example 2: Why is $2x + 4 = x + 6$ the same as $2x = x + 2$?</p>
<p>MA.7.A.5.1 :</p>	<p>Express rational numbers as terminating or repeating decimals. Cognitive Complexity: Level 1: Recall Date Adopted or Revised: 09/07 Belongs to: Number and Operations</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.7.A.5.In.a: Express, represent, and use percents, including 50% and 100%, and decimals in the context of money to \$5.00 or more. • MA.7.A.5.Su.a: Identify the value of money to \$1.00 written

	<p>as a decimal.</p> <ul style="list-style-type: none"> • MA.7.A.5.Pa.a: Express and use quantities 1 to 7 using objects, pictures, symbols, or number names.
<p>MA.7.A.5.2 :</p>	<p>Solve non-routine problems by working backwards. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 09/07 Belongs to: Number and Operations</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.7.A.5.In.b: Solve problems using a grouping strategy or place value to round whole numbers to 500 to the nearest ten or hundred to determine a reasonable estimate in problem situations, and check for accuracy. • MA.7.A.5.Su.b: Solve problems by counting and grouping to create sets of tens and ones to identify the value of whole numbers to 100. • MA.7.A.5.Pa.b: Solve problems by joining or separating sets of objects or pictures with quantities to 7. <p>Remarks/Examples</p> <hr/> <p>Solving non-routine problems involves creativity and critical thinking. Solution methods for non-routine problems are not prescribed. They may involve multiple representations, and are challenging for the learner.</p> <p>Example: Alex had some marbles. On his birthday, his father doubled the number of his marbles. Alex gave 5 marbles to his best friend. Then he divided the remaining marbles into three equal groups and shared them with his two brothers. Each brother got 11 marbles. What was the original number of marbles that Alex had before his birthday? Did he make a good choice of sharing his marbles? What strategy would you use if you were Alex?</p>
<p>MA.7.G.2.1 :</p>	<p>Justify and apply formulas for surface area and volume of pyramids, prisms, cylinders, and cones. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 2</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • MA.7.G.2.In.a: Identify properties of three-dimensional figures, including pyramid, prism, or cylinder. • MA.7.G.2.Su.a: Identify three-dimensional figures, including cone, pyramid, prism, and cylinder. • MA.7.G.2.Pa.a: Recognize common three-dimensional figures, such as sphere, cube, cylinder, or cone. <p>Remarks/Examples</p> <p>Students should be limited to prisms, pyramids and cylinders when calculating surface area, and prisms, pyramids, cylinders and cones when calculating volume.</p>
<p>MA.7.G.2.2 :</p>	<p>Use formulas to find surface areas and volume of three-dimensional composite shapes. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 2</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.7.G.2.In.b: Use stated formulas to solve for perimeter and area of rectangles. • MA.7.G.2.Su.b: Add lengths of sides of rectangles to determine the distance around (perimeter) and find the area using square units. • MA.7.G.2.Pa.b: Match common three-dimensional figures that are the same size. <p>Remarks/Examples</p> <p>This extends the work of grade 5 to using general formulas to compute the solutions for a variety of shapes.</p> <p>The figure being composed or decomposed may include circles or parts of circles.</p>

	<p>Example: Given a 3-Dimensional "E" shaped figure with labeled side lengths, find the surface area of the figure.</p>
<p>MA.7.G.4.1 :</p>	<p>Determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures, and apply these relationships to solve problems. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 09/07 Belongs to: Geometry and Measurement</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.7.G.4.In.a: Identify the effects of changes in the lengths of sides of rectangles on the perimeter and area using physical and visual models. • MA.7.G.4.Su.a: Recognize that changes in the lengths of sides of rectangles will make the figure or object smaller or larger. • MA.7.G.4.Pa.a: Match two- and three-dimensional objects with the same shape but different size. <p>Remarks/Examples</p> <p>See Example 2 in benchmark MA.7.A.1.6. The linear scale factor is 2. The areas of the two figures are related by a factor of 4 (2 squared). If this pattern was continued for a 3-dimensional figure, the volumes would be related by a factor of 8 (2 cubed). Students should encounter this concept in different contexts, and they should be encouraged to recognize the patterns themselves rather than be told about the relationship first.</p> <p>Example: You have two circles with circumference π and 4π. What is the ratio of the areas of the circles? What is the ratio of the diameters? What is the ratio of the radii?</p>
<p>MA.7.G.4.2 :</p>	<p>Predict the results of transformations, and draw transformed figures with and without the coordinate plane. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted</p>

	<p>or Revised: 09/07 Belongs to: Geometry and Measurement</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.7.G.4.In.b: Identify examples of slides (translations), turns (rotations), and flips (reflections) of geometric figures using pictures and objects. • MA.7.G.4.Su.b: Match identical (congruent) geometric figures in different positions, including flips (reflections) and turns (rotations). • MA.7.G.4.Pa.b: Recognize objects that have been turned (rotated). <p>Remarks/Examples</p> <p>Students should recognize that reflections, transformations, and rotations result in congruent figures. Other transformations (such as dilations) may not preserve congruency.</p> <p>Example 1: Draw the triangle with vertices (0,0), (3,0), (0,4). Translate (slide) the triangle 2 units to the right. What are the coordinates of the vertices of the new triangle?</p> <p>Example 2: What happens to a figure drawn on a coordinate plane if each of its vertices' coordinates is multiplied by 2? What if they are multiplied by $\frac{1}{4}$th? What about -2?</p>
<p>MA.7.G.4.3 :</p>	<p>Identify and plot ordered pairs in all four quadrants of the coordinate plane.</p> <p>Cognitive Complexity: Level 1: Recall Date Adopted or Revised: 09/07 Belongs to: Geometry and Measurement</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.7.G.4.In.c: Identify common uses of a coordinate plane, such as a map or line graph. • MA.7.G.4.Su.c: Recognize a common use of a coordinate plane, such as a map. • MA.7.G.4.Pa.c: Solve problems using directional or positional

	<p>language, such as up, down, left, right, and next to.</p> <p>Remarks/Examples</p> <p>Quadrants 2, 3, and 4 are introduced for the first time in 7th grade.</p>
<p>MA.7.G.4.4 :</p>	<p>Compare, contrast, and convert units of measure between different measurement systems (US customary or metric (SI)), dimensions, and derived units to solve problems.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 09/07</p> <p>Belongs to: Geometry and Measurement</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.7.G.4.In.d: Use tools, such as charts and technology, to convert measures of capacity including cups, pints, quarts, and gallons. • MA.7.G.4.Su.d: Use tools, such as a chart, to identify the number of cups in a pint and quart to convert measures of capacity. • MA.7.G.4.Pa.d: Identify similarities and differences in features of objects, such as shape and size. <p>Remarks/Examples</p> <p>Example 1: You ride your bike from your house to the beach and home again. At the end of your trip, your bicycle odometer reads 8km. How many miles did you ride?</p> <p>Example 2: How many cm³ are in a 2-liter bottle of soda?</p>
<p>MA.7.P.7.1 :</p>	<p>Determine the outcome of an experiment and predict which events are likely or unlikely, and if the experiment is fair or unfair.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 09/07</p> <p>Belongs to: Probability</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.7.P.7.In.a: Predict the likely outcome of a simple experiment and conduct the experiment to determine if prediction was correct. • MA.7.P.7.Su.a: Predict the likely outcome of a simple

	<p>experiment by selecting from two choices and check to see if the prediction was correct.</p> <ul style="list-style-type: none"> • MA.7.P.7.Pa.a: Recognize a common cause-effect relationship. <p>Remarks/Examples</p> <p>The student will represent probabilities as fractions and decimals between 0 and 1 (inclusive), and as percentages between 0% and 100% (inclusive), and verify that the probabilities are reasonable.</p> <p>In 2007 mathematics standards, the concept of probability is introduced for the first time in 7th grade.</p>
<p>MA.7.P.7.2 :</p>	<p>Determine, compare, and make predictions based on experimental or theoretical probability of independent or dependent events, Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 09/07 Belongs to: Probability</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.7.P.7.In.a: Predict the likely outcome of a simple experiment and conduct the experiment to determine if prediction was correct. • MA.7.P.7.Su.a: Predict the likely outcome of a simple experiment by selecting from two choices and check to see if the prediction was correct. • MA.7.P.7.Pa.a: Recognize a common cause-effect relationship. <p>Remarks/Examples</p> <p>Experiments could involve or not involve "replacement" of an event.</p> <p>Students must be able to distinguish between independent and dependent events.</p>

	<p>Example: Find the probability of choosing a red marble from a bag of 9 white marbles and 1 red marble, with or without replacement of each drawn marble.</p> <p>Students use manipulatives to obtain experimental results, compare results to mathematical expectations, and discuss the validity of the experiment.</p>
<p><u>MA.7.S.6.1:</u></p>	<p>Evaluate the reasonableness of a sample to determine the appropriateness of generalizations made about the population. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 09/07 Belongs to: Data Analysis</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.7.S.6.In.a: Use data from a part of a group (sample) to make predictions regarding the whole group. • MA.7.S.6.Su.a: Compare data shown in a pictograph with three categories and describe which categories have the largest, smallest, or the same amount. • MA.7.S.6.Pa.a: Count the objects, pictures, or symbols used in a pictograph or chart and identify total to 7 or more. <p>Remarks/Examples</p> <p>Example: You asked 10 of your classmates what is their favorite university in Florida. Five of them said Florida International University. Based on your sample, can we assume that FIU is the favorite university of approximately half of the students in your school? In your class?</p>
<p><u>MA.7.S.6.2:</u></p>	<p>Construct and analyze histograms, stem-and-leaf plots, and circle graphs. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 09/07 Belongs to: Data Analysis</p>

Access Points:

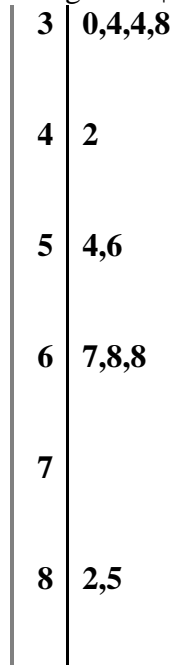
- [MA.7.S.6.In.b](#): Use bar graphs to display data and describe the meaning of the data.
- [MA.7.S.6.Su.b](#): Use pictographs to display data in labeled categories and identify the number in each category.
- [MA.7.S.6.Pa.a](#): Count the objects, pictures, or symbols used in a pictograph or chart and identify total to 7 or more.

Remarks/Examples

Students can represent the same data with different types of graphs and discuss the appropriateness of each graph based on the source of the data and the information required.

An example of a stem-and-leaf plot for the data set (34, 30, 38, 42, 67, 68, 68, 56, 54, 34, 82, and 85) is as follows:

Legend: 3| 234 means scores of 32, 33, and 34



What is the median of the data set? What is the mode of the data set?

RELATED GLOSSARY TERM DEFINITIONS (83)

Absolute value:	A number's distance from zero on a number line. Distance is expressed as a positive value.
Area:	The number of square units needed to cover a surface.
Benchmark:	A point of reference from which other measurements or values may be made or judged.
Circle graph:	A data display that divides a circle into regions representing a portion to the total set of data. The circle represents the whole set of data.
Circumference:	The distance around a circle.
Coefficient:	The number that multiplies the variable(s) in an algebraic expression (e.g., $4xy$). If no number is specified, the coefficient is 1.
Cone:	A pyramid with a circular base.
Congruent:	Figures or objects that are the same shape and size.
Constant:	Any value that does not change.
Coordinate plane:	A two-dimensional network of horizontal and vertical lines that are parallel and evenly-spaced; especially designed for locating points, displaying data, or drawing maps.
Cylinder:	A three-dimensional figure with two parallel congruent circular bases and a lateral surface that connects the boundaries of the bases. More general definitions of cylinder may not require circular bases.
Dependent events:	Two events are dependent if the outcome of one event affects the probability that the other event will occur.
Derived units:	Units of measurement of a derived quantity in a given system of quantities. Derived units are expressed algebraically in terms of base units by means of mathematical symbols of multiplication and

	division. (e.g., mph)
Diameter:	A line segment from any point on the circle (or sphere) passing through the center to another point on the circle (or sphere).
Dilation:	Dilation of a figure is a transformation where the points of the figure is transformed from (x,y) to (kx,ky) . The scale factor k is a positive real number. If k is bigger than 1, the transformation is an enlargement. If k is between 0 and 1, then it is a contraction.
Dimension:	The number of coordinates used to express a position.
Direct variation:	The relation between two quantities whose ratio remains constant. If x is directly proportional to y , the equation is of the form $x = ky$, where k is a constant.
Discount:	An amount that is subtracted from the regular price of an item.
Equal:	Having the same value (=).
Equation:	A mathematical sentence stating that the two expressions have the same value. Also read the definition of equality.
Equivalent:	Having the same value.
Event:	A set of possible outcomes.
Expression:	A mathematical phrase that contains variables, functions, numbers, and/or operations. An expression does not contain equal or inequality signs.
Factor:	A number or expression that is multiplied by one or more other numbers or expressions to yield a product.
Formula:	A rule that shows the relationship between two or more quantities; involving numbers and/or variables.
Histogram:	A bar graph that shows how many data values fall into a certain interval. The number of data items in an interval is a frequency. The width of the bar represents the interval, while the height indicates the number of data items, or frequency, in that interval.
Integers:	The numbers in the set $\{\dots-4, -3, -2, -1, 0, 1, 2, 3, 4\dots\}$.
Inverse variation:	A relationship between two variables, x and y , that can be expressed as $xy = k$, where k is the constant of variation. When one variable increases the other decreases in proportion.
Length:	A one-dimensional measure that is the measurable property of line segments.

Linear equation:	An algebraic equation in which the variable quantity or quantities are raised to the zero or first power.
Linear function:	A relationship between two variables such that for a fixed change in one variable, there is fixed change in the other variable. If there is one independent variable (e.g. $f(x)=mx+b$), then the graph of the function will be a line. If there are two independent variables (e.g. $f(x,y)=ax+by+c$) then the graph of the function will be a plane.
Mean:	There are several statistical quantities called means, e.g., harmonic mean, arithmetic mean, and geometric mean. However, “mean” commonly refers to the arithmetic mean that is also called arithmetic average. Arithmetic mean is a mathematical representation of the typical value of a series of numbers, computed as the sum of all the numbers in the series divided by the count of all numbers in the series. Arithmetic mean is the balance point if the numbers are considered as weights on a beam.
Median:	When the numbers are arranged from least to greatest, the middle number of a set of numbers, or the mean of two middle numbers when the set has two middle numbers is called median. Half of the numbers are above the median and half are below it.
Mode:	The most frequent value(s) of a set of data. A data set may have more than one mode if two or more data values appear the most. When no data value occurs more than once in a data set, there is no mode.
Model:	To represent a mathematical situation with manipulatives (objects), pictures, numbers or symbols.
Multiples:	The numbers that result from multiplying a given whole number by the set of whole numbers.
Non-routine problem:	A problem that can be solved by more than one way, rather than a set procedure, having multiple decision points and multiple steps (grade level dependent).
Operation:	Any mathematical process, such as addition, subtraction, multiplication, division, raising to a power, or finding the square root.
Ordered pair:	The location of a single point on a rectangular coordinate system where the first and second values represent the position relative to the x-axis and y-axis, respectively.
Outcome:	A possible result of an experiment.
Pattern:	A predictable or prescribed sequence of numbers, objects, etc.

	Patterns and relationships may be described or presented using multiple representations such as manipulatives, tables, graphics (pictures or drawings), or algebraic rules (functions).
Percent:	Per hundred; a special ratio in which the denominator is always 100. The language of percent may change depending on the context. The most common use is in part-whole contexts, for example, where a subset is 40 percent of another set. A second use is change contexts, for example, a set increases or decreases in size by 40 percent to become 140% or 60% of its original size. A third use involves comparing two sets, for example set A is 40% of the size of set B, in other words, set B is 250 percent of set A.
Perimeter:	The distance around a two dimensional figure.
Plot:	To locate a point by means of coordinates, or a curve by plotted points, or to represent an equation by means of a curve so constructed.
Point:	A specific location in space that has no discernable length or width.
Prism:	A polyhedron that has two congruent and parallel faces joined by faces that are parallelograms.
Probability:	A measure of the likelihood that a given event will occur; expressed as a ratio of one event occurring (favorable outcomes) to the number of equally likely possible outcomes (sample space). Probability is expressed on a linear scale from 0 (impossibility) to 1 (certainty), also expressed as a percentage between 0 and 100%. Experimental probability of an event A is the ratio of the number of times the event A occurs to the total number of trials or times the activity is performed. Theoretical probability of an event A is the ratio of the number of outcomes in event A to the number of outcomes in the sample space.
Properties of Equality:	1) A balanced equation will remain balanced if you add, subtract, multiply or divide both sides by the same number. 2) A quantity equal to another quantity can be substituted for it. Reflexive property: $a=a$ Symmetric property: If $a=b$ then $b=a$. Transitive property: If $a=b$ and $b=c$ then $a=c$.
Proportion:	A mathematical sentence stating that two ratios are equal.
Proportional:	Having the same or a constant ratio. Two quantities that have the same ratio are considered directly proportional. Two quantities whose products are always the same are considered inversely proportional.

Pyramid:	A three-dimensional figure whose base is a polygon and whose faces are triangles with a common vertex.
Quadrant:	Any polygon with four sides, including parallelogram, rhombus, rectangle, square, trapezoid, kite.
Radius:	A line segment extending from the center of a circle or sphere to a point on the circle or sphere. Plural radii.
Rate:	A ratio that compares two quantities of different units.
Rectangle:	A parallelogram with four right angles.
Reflection:	A transformation that produces the mirror image of a geometric figure over a line of reflection, also called a flip.
Relation:	A relation from A to B is any subset of the cross product (Cartesian product) of A and B.
Representations:	Physical objects, drawings, charts, words, graphs, and symbols that help students communicate their thinking.
Rotation:	A transformation of a figure by turning it about a center point or axis. The amount of rotation is usually expressed in the number of degrees (e.g., a 90° rotation). Also called a turn.
Rule:	A general statement written in numbers, symbols, or words that describes how to determine any term in a pattern or relationship. Rules or generalizations may include both recursive and explicit notation. In the recursive form of pattern generalization, the rule focuses on the rate of change from one element to the next. Example: Next = Now + 2; Next = Now x 4. In the explicit form of pattern generalization, the formula or rule is related to the order of the terms in the sequence and focuses on the relationship between the independent variable and the dependent variable. For example: $y=5t - 3$ Words may also be used to write a rule in recursive or explicit notation. Example: to find the total fee, multiply the total time with 3; take the previous number and add two to get the next number.
Scale:	The numeric values, set at fixed intervals, assigned to the axes of a graph.
Scale factor:	The ratio of any two corresponding lengths in two similar geometric figures. The ratio of areas of two similar figures is the square of the scale factor and the ratio of the volumes of two similar figures is the cube of the scale factor.

Set:	A set is a finite or infinite collection of distinct objects in which order has no significance.
Side:	The edge of a polygon (e.g., a triangle has three sides), the face of a polyhedron, or one of the rays that make up an angle.
Similar figures:	Figures that are the same shape, have corresponding, congruent angle's and have corresponding sides that are proportional in length.
Slide:	A translation, where every point of a figure is moved in the same direction and by the same distance.
Stem-and-leaf plot:	A graph that organizes data by place value to compare data frequencies.
Table:	A data display that organizes information about a topic into categories using rows and columns.
Transformation:	An operation on a figure by which another image is created. Common transformations include reflections (flips), translations (slides), rotations (turns) and dilations.
Triangle:	A polygon with three sides.
Unit:	A determinate quantity (as of length, time, heat, or value) adopted as a standard of measurement.
Circle:	A closed plane figure with all points of the figure the same distance from the center. The equation for a circle with center (h, k) and radius r is: $(x - h)^2 + (y - k)^2 = r^2$
Exponent (exponential form):	The number of times the base occurs as a factor, for example 2^3 is the exponential form of $2 \times 2 \times 2$. The number two (2) is called the base, and the number three (3) is called the exponent.
Fraction:	A rational number expressed in the form $\frac{a}{b}$, where a is called the numerator and b is called the denominator. A fraction may mean part of a whole, ratio of two quantities, or may imply division.
Function:	A relation in which each value of x is paired with a unique value of y. More formally, a function from A to B is a relation f such that every $a \in A$ is uniquely associated with an object $F(a) \in B$.
Pi:	The symbol designating the ratio of the circumference of a circle to its diameter. It is an irrational number with common approximations of either 3.14 or $\frac{22}{7}$.
Ratio:	The comparison of two quantities, the ratio of a and b is a:b or a to b

	or a/b , where $b \neq 0$.
Rational Number:	A number that can be expressed as a ratio a/b , where a and b are integers and $b \neq 0$.
Slope:	The ratio of change in the vertical axis (y-axis) to each unit change in the horizontal axis (x-axis) in the form rise/run or y/x . Also the constant, m , in the linear equation for the slope-intercept form $y = mx + b$, where $m = \frac{y_1 - y_2}{x_1 - x_2}$
Vertex:	The point common to the two rays that form an angle; the point common to any two sides of a polygon; the point common to three or more edges of a polyhedron.
Volume:	A measure of the amount of space an object takes up; also the loudness of a sound or signal.
Whole Number:	The numbers in the set $\{0, 1, 2, 3, 4, \dots\}$
Width:	The shorter length of a two-dimensional figure. The width of a box is the horizontal distance from side to side (usually defined to be greater than the depth, the horizontal distance from front to back).



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Course: 7812015 Access M/J Mathematics 1-

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BASIC INFORMATION

Course Title:	Access M/J Mathematics 1
Course Number:	7812015
Course Abbreviated Title:	Access M/J Math 1
Course Path:	Section: Exceptional Student Education Grade Group: Middle/Junior High Subject: Academics - Subject Areas
Number of Credits:	NA
Course length:	Year (Y)
Course Type:	Core
Status:	State Board Approved
Requires Highly Qualified Teacher(HQT)?	Yes
Course Size?	Yes
No Child Left Behind (NCLB)?	Yes
General Notes:	Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent), which reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with

significant cognitive disabilities.

The study of mathematics provides the means to organize, understand, and predict life's events in quantifiable terms. Organizing life using numbers allows us to keep accurate records of objects and events, such as quantity, sequence, time, and money. Using numbers to understand the relationship between relative quantities or characteristics allows us to accurately problem solve and predict future outcomes of quantifiable events as conditions change. Many of life's typical activities require competency in using numbers, operations, and algebraic thinking (e.g., counting, measuring, comparison shopping), geometric principles (e.g., shapes, area, volume), and data analysis (e.g., organizing information to suggest conclusions). Some students with significant cognitive disabilities will access and use traditional mathematical symbols and abstractions, while others may apply numeric principles using concrete materials in real-life activities. In any case, mathematics is one of the most useful skill sets and essential for students with significant cognitive disabilities. It provides a means to organize life and solve problems involving quantity and patterns, making life more orderly and predictable.

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of mathematics at the sixth grade level. The concepts of joining and separating quantities, part-to-whole (fractions), measurement, rate, equality, estimation, and data analysis provide a means to analyze our environment, sequence, and predict outcomes of quantifiable events. The content should include, but not be limited to the concepts of:

- Whole numbers
- Combining and separating quantities
- Mathematical properties
- Fractions
- Equality/inequality
- Attributes of plane and solid figures
- Data collection and analysis
- Estimation
- Rate
- Ratio
- Measurement

- Solving routine and non-routine quantitative problems

RELATED ACCESS POINTS: Independent(18) Supported(20) Participatory(15) Core Content Connector(0)

MA.6.A.1.1 :

Explain and justify procedures for multiplying and dividing fractions and decimals.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07

Belongs to: [BIG IDEA 1](#)

Access Points:

- [MA.6.A.1.In.a](#): Express and represent fractions, including halves, fourths, thirds, and eighths, using number names and numerals.
- [MA.6.A.1.Su.a](#): Express, represent, and use fractions, including halves, fourths, and thirds, as parts of a whole and as parts of a set, using number names.
- [MA.6.A.1.Pa.a](#): Recognize part (half) of sets of objects to 4.

Remarks/Examples

For division of fractions, students might use drawings, manipulatives, and symbolic notation to describe how and explain why they can find a common denominator and then divide just the numerators to find the quotient.

Example: In order to divide $\frac{2}{3}$ by $\frac{1}{4}$, a student may reason that $\frac{2}{3} = \frac{8}{12}$ and $\frac{1}{4} = \frac{3}{12}$. So, $(\frac{2}{3}) \div (\frac{1}{4})$ is equivalent to $(\frac{8}{12}) \div (\frac{3}{12})$, which gives the same result as $8 \div 3 = 2 \frac{2}{3}$. The following picture is a representation that matches the above explanation:



In the following fraction multiplication examples, students may use drawings or physical objects to represent the

problems and explain their solution.

Example 1: One-half of your yard is garden. One-fourth of your garden is a vegetable garden. What fraction of your yard is a vegetable garden? Draw a picture and write a number sentence that both describe the problem and solution.

Pizza Parlor Scenarios

Example 2: A cook made four pizzas that had $\frac{3}{5}$ of a package of mushrooms on each. How many packages of mushrooms were used?

Example 3: Sue ate some pizza. $\frac{2}{3}$ of a pizza is left over. Jim ate $\frac{3}{4}$ of the left over pizza. How much of a whole pizza did Jim eat?

Example 4: A party dessert pizza measures $\frac{2}{3}$ of a yard by $\frac{3}{4}$ of a yard. How much of a square yard is the party dessert pizza?

Example 5: There was $\frac{4}{5}$ of a pound of pizza dough leftover in the freezer from the previous day. The cook thawed out $\frac{3}{8}$ of the leftover dough. How much of a pound of dough did the cook thaw?

MA.6.A.1.2 :

Multiply and divide fractions and decimals efficiently.

Cognitive Complexity: Level 1: Recall | Date Adopted or Revised: 09/07

Belongs to: [BIG IDEA 1](#)

Access Points:

- [MA.6.A.1.In.b](#): Identify multiplication as repeated addition of equal groups and multiply one-digit numbers using physical and visual models with numerals.
- [MA.6.A.1.In.c](#): Identify division as repeated subtraction of equal groups and divide one-digit numbers using physical and visual models with numerals.
- [MA.6.A.1.Su.b](#): Combine (multiply) equal sets with quantities

	<p>to 30 using objects and pictures with numerals.</p> <ul style="list-style-type: none"> • MA.6.A.1.Su.c: Use counting and grouping to separate (divide) quantities to 30 into sets with the same number using objects or pictures. • MA.6.A.1.Pa.a: Recognize part (half) of sets of objects to 4. <p>Remarks/Examples</p> <p>Students may learn techniques such as mental math or specified algorithms to perform these operations.</p>
<p>MA.6.A.1.3 :</p>	<p>Solve real-world problems involving multiplication and division of fractions and decimals. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 1</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.6.A.1.In.c: Identify division as repeated subtraction of equal groups and divide one-digit numbers using physical and visual models with numerals. • MA.6.A.1.Su.d: Solve real-world problems involving fractions, including halves, fourths, and thirds using real objects or physical models. • MA.6.A.1.Pa.b: Solve simple problems involving joining and separating parts of a set or parts of a whole. <p>Remarks/Examples</p> <p>This standard includes finding the solution to multi-step problems.</p> <p>Example: How many quarter-pound hamburgers can be made from 3 1/2 pounds of ground beef?</p>
<p>MA.6.A.2.1 :</p>	<p>Use reasoning about multiplication and division to solve ratio and rate problems. Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 2</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • MA.6.A.2.In.a: Identify the meaning of common uses of ratio, such as equivalent fractions and mixtures. • MA.6.A.2.Su.a: Recognize the meaning of a simple ratio, such as 2 to 1. • MA.6.A.2.Pa.a: Recognize differences in quantity in two sets of objects to 6. <p>Remarks/Examples</p> <p>Example: Four items cost \$5.00 and all items are the same price. Explain how to find the cost for 9 items.</p>
<p>MA.6.A.2.2 :</p>	<p>Interpret and compare ratios and rates. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 09/07 Belongs to: BIG IDEA 2</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.6.A.2.In.b: Identify two meanings of rate: a measure of speed, including miles per hour and words per minute; and a measure of cost, including price per gallon and cost per pound. • MA.6.A.2.Su.b: Identify one meaning of rate, including how fast something moves or happens. • MA.6.A.2.Pa.b: Recognize changes in rates of movement (fast and slow). <p>Remarks/Examples</p> <p>Example: Jessica made 8 out of 24 free throws. Bob made 5 out of 20 free throws. Who has the highest free throw ratio?</p> <p>Ratios may be represented in various forms such as simple drawings or multiplication tables.</p>
<p>MA.6.A.3.1 :</p>	<p>Write and evaluate mathematical expressions that correspond to given situations. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 09/07</p>

	<p>Belongs to: BIG IDEA 3</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.6.A.3.In.a: Write and solve number sentences (equations) that correspond to real-world problem situations involving addition and subtraction with two-digit numbers. • MA.6.A.3.Su.a: Write and solve number sentences (equations) that correspond to real-world problem situations involving addition and subtraction with one-digit numbers. • MA.6.A.3.Pa.a: Solve simple problems involving small quantities using language, such as more, less, same, and none. <p>Remarks/Examples</p> <hr/> <p>Example: A plant is 3 cm high on Day 1. Each day after that the plant grows 2 cm taller. Assume that the plant grows at the same rate. Make a table and graph that show the height of the plant for Days 1 through 10. Write an expression to show the height on day n.</p>
<p>MA.6.A.3.2 :</p>	<p>Write, solve, and graph one- and two- step linear equations and inequalities.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 09/07</p> <p>Belongs to: BIG IDEA 3</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.6.A.3.In.b: Use models and diagrams to solve problems with inequalities, including the $>$ and $<$ signs. • MA.6.A.3.Su.b: Use physical models and diagrams to solve problems with inequalities, including the terms more than and less than. • MA.6.A.3.Pa.a: Solve simple problems involving small quantities using language, such as more, less, same, and none. <p>Remarks/Examples</p> <hr/> <p>The context should include patterns, models and relationships. Students should explore how "greater than or</p>

equal to" and strictly "greater than" are similar and different.

A number line is a useful tool for modeling situations and inequalities such as "You have to be at least 40 inches tall to a ride roller coaster." and " $x = 40$ ".

Graphing on coordinate plane is still limited to the first quadrant, but they can explore negative and positive integers on number line.

Example: The height of a tree was 7 inches in the year 2000. Each year the same tree grew an additional 10 inches. Write an equation to show the height h of the tree in y years. Let y be the number of years after the year 2000. Graph the height of the tree for the first 20 years.

The most literal equation might be $7 + 10y = h$.

MA.6.A.3.3 :

Work backward with two-step function rules to undo expressions.
Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07
Belongs to: [BIG IDEA 3](#)

Access Points:

- [MA.6.A.3.In.c](#): Identify function rules with addition and subtraction of one-digit numbers represented in number pairs, such as +5, -4 or +3.
- [MA.6.A.3.Su.c](#): Identify function rules of 1 more and 1 less represented in number pairs, such as 5 is 1 more than 4 and 3 is 1 less than 4.
- [MA.6.A.3.Pa.b](#): Identify quantity in sets of objects to 6 and add 1 more.

Remarks/Examples

Example: Sam set a function machine to multiply by 3, and then to add 4. He showed his chart to Wanda. How can Wanda find the missing input number?

IN	OUT
1	7

5 19
 20 64
 100 304
 ? 79

MA.6.A.3.4 :

Solve problems given a formula.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07

Belongs to: [BIG IDEA 3](#)

Access Points:

- [MA.6.A.3.In.e](#): Solve addition and subtraction number sentences (equations) using information from physical models, diagrams, and tables.
- [MA.6.A.3.Su.d](#): Use information from physical models, diagrams, tables, and pictographs to solve number sentences (equations) involving addition and subtraction with one-digit numbers.
- [MA.6.A.3.Pa.b](#): Identify quantity in sets of objects to 6 and add 1 more.

Remarks/Examples

Example: The pressure exerted by a solid object on a solid surface can be calculated by using the formula, $P = \frac{F}{A}$, where the variables P, F, and A represent pressure, force, and area respectively. A newly refinished wood floor can withstand a pressure of up to 40 pounds per square inch without sustaining damage. A 120 pound woman with high heels and a 240 pound man with flat heels each enter this room. Assume that at some point all of their weight is supported equally by the heels of both of their shoes. Given that each of the woman's heels occupies an area of 0.25 in² and each of the man's heels occupies an area of 12 in², find out each person's potential for causing damage to the wood floor. Justify your answer.


If a 15,000 pound African elephant with feet that each has an area of 100 in² were to stand on this floor, would it cause damage to the floor? Explain your answer. Compare the three cases with each other.

MA.6.A.3.5 :

Apply the Commutative, Associative, and Distributive Properties to show that two expressions are equivalent.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts | Date Adopted or Revised: 09/07

	<p>Belongs to: BIG IDEA 3</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.6.A.3.In.d: Use the Commutative and Associative Properties of addition to show that two number sentences (equations) are equal. • MA.6.A.3.Su.e: Use the Commutative Property of addition to show that two number sentences represented by physical and visual models are equal. • MA.6.A.3.Pa.c: Determine if the quantity in two sets of objects to 6 is the same or different. <p>Remarks/Examples</p> <hr/> <p>Example: Is $7(m+2)$ the same as $7m + 2$ or $7m + 14$? Explain your choice.</p>
<p>MA.6.A.3.6 :</p>	<p>Construct and analyze tables, graphs, and equations to describe linear functions and other simple relations using both common language and algebraic notation.</p> <p>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning Date Adopted or Revised: 09/07</p> <p>Belongs to: BIG IDEA 3</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.6.A.3.In.e: Solve addition and subtraction number sentences (equations) using information from physical models, diagrams, and tables. • MA.6.A.3.Su.d: Use information from physical models, diagrams, tables, and pictographs to solve number sentences (equations) involving addition and subtraction with one-digit numbers. • MA.6.A.3.Pa.d: Determine if the quantity in two sets of objects to 6 is the same or different. • MA.6.A.3.Pa.a: Solve simple problems involving small quantities using language, such as more, less, same, and none. <p>Remarks/Examples</p> <hr/> <p>Example 1: Each unicycle made needs 1 wheel. Explain why</p>

	<p>$w=u$ where w is the number of wheels and u is the number of unicycles describes this relationship.</p> <p>Example 2: Each bicycle made needs 2 wheels. Explain why $w=2b$ where w is the number of wheels and b is the number of bicycles describes this relationship.</p> <p>Example 3: Each tricycle made needs 3 wheels. Explain why $w=3t$ where w is the number of wheels and t is the number of tricycles describes this relationship.</p> <p>Example 4: Below is a graph of the relationships in Examples 2 and 3. Explain why one of the lines is steeper than the other line.</p>  <p>What would the graph of $w=u$ look like?</p>
<p>MA.6.A.5.1 :</p>	<p>Use equivalent forms of fractions, decimals, and percents to solve problems. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 09/07 Belongs to: Number and Operations</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.6.A.5.In.a: Express, represent, and use whole numbers to 200 in various contexts. • MA.6.A.5.In.b: Identify the value of money to \$2.00 expressed as a decimal. • MA.6.A.5.Su.a: Express, represent, and use whole numbers to 50 using objects, pictures, number names, and numerals, in various contexts. • MA.6.A.5.Su.b: Identify the value of coins to \$.50 expressed as a decimal. • MA.6.A.5.Pa.a: Match two or more objects to identical objects to 6 using one-to-one correspondence. <p>Remarks/Examples</p> <p>Example: John scored 75% on a test and Mary has 8 out of 12 correct on the same test. Each test item is worth the same amount of points. Who has the better score?</p>
<p>MA.6.A.5.2 :</p>	<p>Compare and order fractions, decimals, and percents, including</p>

	<p>finding their approximate location on a number line. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 09/07 Belongs to: Number and Operations</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.6.A.5.In.c: Compare fractional parts of the same size objects or sets, including halves, fourths, thirds, and eighths. • MA.6.A.5.Su.c: Compare and order whole numbers to 50 using objects, pictures, number names, and numerals. • MA.6.A.5.Pa.b: Compare the size of parts of objects to the whole to determine which is the largest or smallest. <p>Remarks/Examples</p> <hr/> <p>Example: Approximate the location of each of these values on a number line: $\frac{2}{3}$, 0.57, and 0.575.</p>
<p>MA.6.A.5.3 :</p>	<p>Estimate the results of computations with fractions, decimals, and percents, and judge the reasonableness of the results. Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 09/07 Belongs to: Number and Operations</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.6.A.5.In.e: Use a grouping strategy or place value to round to the nearest ten to determine a reasonable estimate in problem situations involving whole numbers to 100, and check for accuracy. • MA.6.A.5.Su.d: Solve real-world problems involving addition and subtraction with sums to 50 using strategies such as representing and grouping objects or tallies. • MA.6.A.5.Su.e: Apply the concepts of counting and grouping to identify the value of whole numbers to 50. • MA.6.A.5.Pa.c: Solve simple problems involving joining or separating sets of objects to 6. <p>Remarks/Examples</p> <hr/> <p>Example: Amy bought 5 notebooks at \$3.61 each. She estimated how much she needs to pay and gave the cashier \$15. Is Amy's estimation appropriate? Explain your</p>

	reasoning.
<p><u>MA.6.G.4.1 :</u></p>	<p>Understand the concept of Pi, know common estimates of Pi (3.14; 22/7) and use these values to estimate and calculate the circumference and the area of circles.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 09/07 Belongs to: Geometry and Measurement</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>MA.6.G.4.In.a:</u> Compare the distance around the outside of circles (circumference) and areas using physical or visual models. • <u>MA.6.G.4.Su.a:</u> Identify the distance around the outside of circles (circumference) and compare areas of circles using physical models. • <u>MA.6.G.4.Pa.a:</u> Recognize the outside (circumference) and inside (area) of a circle. <p>Remarks/Examples</p> <p>Using various circular objects, students determine that the ratio of circumference to diameter approximates the value of Pi.</p>
<p><u>MA.6.G.4.2 :</u></p>	<p>Find the perimeters and areas of composite two-dimensional figures, including non-rectangular figures (such as semicircles) using various strategies.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 09/07 Belongs to: Geometry and Measurement</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>MA.6.G.4.In.b:</u> Measure the distance around all sides (perimeter) of polygons, such as squares, triangles, rectangles, and hexagons and compare the areas using physical or visual models. • <u>MA.6.G.4.Su.b:</u> Measure the lengths of sides of rectangles and triangles and compare the areas of rectangular and square shapes using physical models. • <u>MA.6.G.4.Pa.b:</u> Recognize the outside (perimeter) and inside (area) of rectangles and triangles.

	<p>Remarks/Examples</p> <p>Example: Students see that the formula for the area of a circle is plausible by decomposing a circle into a number of wedges and rearranging them into shapes that approximates a parallelogram.</p> <p>Example: Students might trace their foot on a piece of grid paper and use the full squares and the partial squares to estimate the area of the bottom of their foot.</p>
<p><u>MA.6.G.4.3</u> :</p>	<p>Determine a missing dimension of a plane figure or prism given its area or volume and some of the dimensions, or determine the area or volume given the dimensions.</p> <p>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts Date Adopted or Revised: 09/07</p> <p>Belongs to: Geometry and Measurement</p> <p>Access Points:</p> <ul style="list-style-type: none"> • MA.6.G.4.In.b: Measure the distance around all sides (perimeter) of polygons, such as squares, triangles, rectangles, and hexagons and compare the areas using physical or visual models. • MA.6.G.4.In.c: Measure capacity using cups, pints, quarts, and gallons. • MA.6.G.4.Su.c: Measure capacity using cups. • MA.6.G.4.Su.b: Measure the lengths of sides of rectangles and triangles and compare the areas of rectangular and square shapes using physical models. • MA.6.G.4.Pa.b: Recognize the outside (perimeter) and inside (area) of rectangles and triangles. <p>Remarks/Examples</p> <p>Example: The volume of a rectangular prism is 112 cubic cm. The length is 7 cm, and the height is 8 cm. What is the depth of the prism?</p> <p>Example: The figure below shows the floor of a living room.</p>

The rectangular part is covered with a carpet that covers a 22 square feet area. The house owner wants to cover the triangular part with carpet as well. Use the information provided in figure to determine the minimum additional carpet that will need to be purchased to cover the floor.



MA.6.S.6.1 :

Determine the measures of central tendency (mean, median, mode) and variability (range) for a given set of data.

Cognitive Complexity: Level 1: Recall | Date Adopted or Revised: 09/07
 Belongs to: [Data Analysis](#)

Access Points:

- [MA.6.S.6.In.a](#): Identify the categories with the largest and smallest numbers represented on a bar graph.
- [MA.6.S.6.Su.a](#): Identify the category with the largest number in a pictograph representing real-world situations.
- [MA.6.S.6.Pa.a](#): Identify the largest set of objects, pictures, or symbols to 6 representing data in an object graph or pictograph.

Remarks/Examples

Students should make frequency tables for numerical or categorical data, grouping data in different ways to investigate how different groupings describe the data.

This is the first time in 2007 Florida mathematics standards that students are expected to use mean, median, mode, and range in a formal sense to describe a set of data.

MA.6.S.6.2 :

Select and analyze the measures of central tendency or variability to represent, describe, analyze, and/or summarize a data set for the purposes of answering questions appropriately.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning | Date Adopted or Revised: 09/07
 Belongs to: [Data Analysis](#)

	<p>Access Points:</p> <ul style="list-style-type: none"> • MA.6.S.6.In.a: Identify the categories with the largest and smallest numbers represented on a bar graph. • MA.6.S.6.Su.a: Identify the category with the largest number in a pictograph representing real-world situations. • MA.6.S.6.Pa.b: Identify the largest set of objects, pictures, or symbols to 6 representing data in an object graph or pictograph.
	<p>Remarks/Examples</p> <p>A teacher can give students data sets that contain test/quiz grades for hypothetical classes. Students are asked to calculate and compare the class mean, median, mode, and range and discuss the effects of any outliers on the measures of central tendency.</p>

RELATED GLOSSARY TERM DEFINITIONS (64)

Algorithm:	An algorithm is a specific set of instructions for carrying out a procedure or solving a problem, usually with the requirement that the procedure terminate at some point.
Approximate:	A number or measurement that is close to or near its exact value.
Area:	The number of square units needed to cover a surface.
Categorical Data:	Types of data which may be divided into groups. Examples of categorical variables are sex, age group, and educational level.
Central tendency:	A measure used to describe data (e.g., mean, mode, median).
Chart:	A data display that presents information in columns and rows.
Circumference:	The distance around a circle.
Coordinate plane:	A two-dimensional network of horizontal and vertical lines that are parallel and evenly-spaced; especially designed for locating points, displaying data, or drawing maps.

Denominator:	The number b in a fraction a/b . If the fraction is representing a part-whole relationship, denominator is the number of equally-sized parts that make the whole or the complete set.
Depth:	The depth of a box is the horizontal distance from front to back.
Diameter:	A line segment from any point on the circle (or sphere) passing through the center to another point on the circle (or sphere).
Dimension:	The number of coordinates used to express a position.
Distributive property:	Multiplying a sum by a number is the same as multiplying each addend by the number and then adding the products. [e.g., $x(a + b) = ax + bx$].
Equal:	Having the same value (=).
Equation:	A mathematical sentence stating that the two expressions have the same value. Also read the definition of equality.
Equivalent:	Having the same value.
Estimate:	Is an educated guess for an unknown quantity or outcome based on known information. An estimate in computation may be found by rounding, by using front-end digits, by clustering, or by using compatible numbers to compute.
Estimation:	The use of rounding and/or other strategies to determine a reasonably accurate approximation, without calculating an exact answer.
Expression:	A mathematical phrase that contains variables, functions, numbers, and/or operations. An expression does not contain equal or inequality signs.
Formula:	A rule that shows the relationship between two or more quantities; involving numbers and/or variables.
Frequency table:	A table that shows how often each item, number, or range of numbers occurs in a set of data.
Height:	A line segment extending from the vertex or apex of a figure to its base and forming a right angle with the base or plane that contains the base.
Integers:	The numbers in the set $\{\dots -4, -3, -2, -1, 0, 1, 2, 3, 4\dots\}$.
Length:	A one-dimensional measure that is the measurable property of line segments.

Line:	A collection of an infinite number of points in a straight pathway with unlimited length and having no width.
Linear equation:	An algebraic equation in which the variable quantity or quantities are raised to the zero or first power.
Linear function:	A relationship between two variables such that for a fixed change in one variable, there is fixed change in the other variable. If there is one independent variable (e.g. $f(x)=mx+b$), then the graph of the function will be a line. If there are two independent variables (e.g. $f(x,y)=ax+by+c$) then the graph of the function will be a plane.
Literal equations:	An equation that contains more than one variable; an implicit equation; often mathematical formula.
Mean:	There are several statistical quantities called means, e.g., harmonic mean, arithmetic mean, and geometric mean. However, "mean" commonly refers to the arithmetic mean that is also called arithmetic average. Arithmetic mean is a mathematical representation of the typical value of a series of numbers, computed as the sum of all the numbers in the series divided by the count of all numbers in the series. Arithmetic mean is the balance point if the numbers are considered as weights on a beam.
Median:	When the numbers are arranged from least to greatest, the middle number of a set of numbers, or the mean of two middle numbers when the set has two middle numbers is called median. Half of the numbers are above the median and half are below it.
Mode:	The most frequent value(s) of a set of data. A data set may have more than one mode if two or more data values appear the most. When no data value occurs more than once in a data set, there is no mode.
Model:	To represent a mathematical situation with manipulatives (objects), pictures, numbers or symbols.
Number line:	A line of infinite extent whose points correspond to the real numbers according to their distance in a positive or negative direction from a point arbitrarily taken as zero.
Numerator:	The number a in a fraction a/b . If the fraction is representing a part-whole relationship, then the numerator tells how many equal parts of the whole are being considered.
Operation:	Any mathematical process, such as addition, subtraction, multiplication, division, raising to a power, or finding the square root.

Outlier:	An outlier is a data point that lies outside the overall pattern of a distribution. An outlier is usually a point which falls more than 1.5 times the interquartile range above the third quartile or below the first quartile. Outliers can also be identified on a scatter plot.
Parallelogram:	A quadrilateral in which both pairs of opposite sides are parallel.
Pattern:	A predictable or prescribed sequence of numbers, objects, etc. Patterns and relationships may be described or presented using multiple representations such as manipulatives, tables, graphics (pictures or drawings), or algebraic rules (functions).
Percent:	Per hundred; a special ratio in which the denominator is always 100. The language of percent may change depending on the context. The most common use is in part-whole contexts, for example, where a subset is 40 percent of another set. A second use is change contexts, for example, a set increases or decreases in size by 40 percent to become 140% or 60% of its original size. A third use involves comparing two sets, for example set A is 40% of the size of set B, in other words, set B is 250 percent of set A.
Perimeter:	The distance around a two dimensional figure.
Plane figure:	A two-dimensional figure that lies entirely within a single plane.
Point:	A specific location in space that has no discernable length or width.
Prism:	A polyhedron that has two congruent and parallel faces joined by faces that are parallelograms.
Procedure:	A specific prescription for carrying out a mathematical task such as adding, multiplying, simplifying, and factoring.
Quadrant:	Any polygon with four sides, including parallelogram, rhombus, rectangle, square, trapezoid, kite.
Quotient:	The result of dividing two numbers.
Rate:	A ratio that compares two quantities of different units.
Rectangular prism:	A six-sided polyhedron with congruent rectangular parallel bases, joined by faces that are parallelograms.
Relation:	A relation from A to B is any subset of the cross product (Cartesian product) of A and B.
Representations:	Physical objects, drawings, charts, words, graphs, and symbols that help students communicate their thinking.

Rule:	A general statement written in numbers, symbols, or words that describes how to determine any term in a pattern or relationship. Rules or generalizations may include both recursive and explicit notation. In the recursive form of pattern generalization, the rule focuses on the rate of change from one element to the next. Example: Next = Now + 2; Next = Now x 4. In the explicit form of pattern generalization, the formula or rule is related to the order of the terms in the sequence and focuses on the relationship between the independent variable and the dependent variable. For example: $y=5t - 3$ Words may also be used to write a rule in recursive or explicit notation. Example: to find the total fee, multiply the total time with 3; take the previous number and add two to get the next number.
Set:	A set is a finite or infinite collection of distinct objects in which order has no significance.
Square:	A rectangle with four congruent sides; also, a rhombus with four right angles.
Table:	A data display that organizes information about a topic into categories using rows and columns.
Two-dimensional figure:	A figure having length and width.
Variable:	Any symbol, usually a letter, which could represent a number. A variable might vary as in $f(x)=2x+1$, or a variable might be fixed as in $2x+1=5$.
Circle:	A closed plane figure with all points of the figure the same distance from the center. The equation for a circle with center (h, k) and radius r is: $(x - h)^2 + (y - k)^2 = r^2$
Fraction:	A rational number expressed in the form $\frac{a}{b}$, where a is called the numerator and b is called the denominator. A fraction may mean part of a whole, ratio of two quantities, or may imply division.
Function:	A relation in which each value of x is paired with a unique value of y . More formally, a function from A to B is a relation f such that every $a \in A$ is uniquely associated with an object $F(a) \in B$.
Number Sentence:	A mathematical sentence that includes numbers, operation symbols, and a greater than or less than symbol or an equal sign. Note: $10 + 1 = 11 \times 2 = 22$ is continuing the number string with violating the equality because $10+1 \neq 22$. Therefore, it is not an acceptable

	representation for an equation or for showing computation with number sentences.
Pi:	The symbol designating the ratio of the circumference of a circle to its diameter. It is an irrational number with common approximations of either 3.14 or $\frac{22}{7}$.
Ratio:	The comparison of two quantities, the ratio of a and b is a:b or a to b or $\frac{a}{b}$, where $b \neq 0$.
Volume:	A measure of the amount of space an object takes up; also the loudness of a sound or signal.
Weight:	The force with which a body is attracted to Earth or another celestial body, equal to the product of the mass of the object and the acceleration of gravity.



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Course: 7810013 Access M/J Language Arts 3 -

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BASIC INFORMATION

Course Title:	Access M/J Language Arts 3
Course Number:	7810013
Course Abbreviated Title:	ACCESS M/J LA 3
Course Path:	Section: Exceptional Student Education Grade Group: Middle/Junior High Subject: Academics - Subject Areas
Number of Credits:	NA
Course length:	Year (Y)
Status:	State Board Approved
General Notes:	<p>Access Courses: Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent), which reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.</p> <p>Subject Relevance: The ultimate goal for all students is to interact productively and effectively with the world around them. This goal is no less important for students with significant cognitive disabilities.</p> <p>The ability to communicate effectively is the cornerstone of interacting in life's activities. Language Arts is the general academic subject area dealing with communication by developing</p>

comprehension and use of written and oral language.

Reading is the ability to comprehend language by grasping the meaning of written or printed characters, words, or sentences. Reading involves a wide variety of print and non-print texts that help a reader gain an understanding of what is being read. All students should have the opportunity to access text for the purpose of gaining knowledge, acquiring information, sharing experiences, and personal fulfillment. While some students will learn to access literature through traditional reading (comprehending written text), others will gain access through shared or recorded literature, specially designed text, or the use of technology.

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

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

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

Access Language Arts - Grade Eight

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

- The reading process

	<ul style="list-style-type: none"> • Literary analysis • The writing process • Writing applications • Communication • Information and media literacy
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RELATED ACCESS POINTS: Independent(77) Supported(74) Participatory(44) Core Content Connector(0)

<u>LA.8.1.5.1</u> :	<p>The student will adjust reading rate based on purpose, text difficulty, form, and style. Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Fluency</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.1.5.In.a: Read text with accuracy. • LA.8.1.5.In.b: Adjust reading rate based on difficulty. • LA.8.1.5.Su.a: Read text with accuracy. • LA.8.1.5.Pa.a: Accurately and consistently identify pictures or symbols paired with words in stories and daily activities. • LA.8.1.5.Pa.b: Identify pictures or symbols to indicate the next step in a familiar activity.
<u>LA.8.1.6.1</u> :	<p>The student will use new vocabulary that is introduced and taught directly; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.1.6.In.a: Use new vocabulary that is introduced and taught directly. • LA.8.1.6.Su.a: Use new vocabulary that is introduced and taught directly. • LA.8.1.6.Pa.a: Identify new vocabulary that is introduced and taught directly.
<u>LA.8.1.6.10</u>	<p>The student will determine meanings of words, pronunciation, parts of speech,</p>

:	<p>etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.1.6.In.j: Determine the meaning of unknown words using a dictionary and digital tools. • LA.8.1.6.Su.h: Determine the meaning of a word with multiple meanings (e.g. homographs) in text. • LA.8.1.6.Pa.d: Select and respond to objects, pictures, or symbols paired with words in the context of familiar school activities.
LA.8.1.6.11 :	<p>The student will identify the meaning of words and phrases derived from Anglo-Saxon, Greek, and Latin mythology. Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.1.6.In.j: Determine the meaning of unknown words using a dictionary and digital tools. • LA.8.1.6.Su.i: Determine the meaning of unknown words using a dictionary and digital tools. • LA.8.1.6.Pa.d: Select and respond to objects, pictures, or symbols paired with words in the context of familiar school activities.
LA.8.1.6.2 :	<p>The student will listen to, read, and discuss familiar and conceptually challenging text; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.1.6.In.b: Listen to, read, and discuss a variety of text. • LA.8.1.6.Su.b: Listen to, read, and discuss a variety of text. • LA.8.1.6.Pa.b: Listen and respond to stories and informational text.
LA.8.1.6.3 :	<p>The student will use context clues to determine meanings of unfamiliar words; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.1.6.In.c: Use context clues and graphics to determine the meaning of unknown words. • LA.8.1.6.Su.c: Use context clues and graphics to determine the meaning of unknown words. • LA.8.1.6.Pa.c: Identify persons, objects, and actions by name or characteristic.
<p>LA.8.1.6.4 :</p>	<p>The student will categorize key vocabulary and identify salient features; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.1.6.In.d: Categorize key vocabulary. • LA.8.1.6.Su.c: Use context clues and graphics to determine the meaning of unknown words. • LA.8.1.6.Pa.c: Identify persons, objects, and actions by name or characteristic.
<p>LA.8.1.6.5 :</p>	<p>The student will relate new vocabulary to familiar words; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.1.6.In.e: Relate new vocabulary to familiar words. • LA.8.1.6.Su.e: Relate new vocabulary to familiar words. • LA.8.1.6.Pa.a: Identify new vocabulary that is introduced and taught directly.
<p>LA.8.1.6.6 :</p>	<p>The student will distinguish denotative and connotative meanings of words; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.1.6.In.g: Recognize and use prefixes, suffixes, and root words. • LA.8.1.6.Su.d: Categorize key vocabulary. • LA.8.1.6.Pa.c: Identify persons, objects, and actions by name or characteristic.

<p><u>LA.8.1.6.7</u> :</p>	<p>The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: <u>Vocabulary Development</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>LA.8.1.6.In.f</u>: Use phonics skills to decode unknown words. • <u>LA.8.1.6.Su.f</u>: Use phonics skills to decode words with diphthongs. • <u>LA.8.1.6.Pa.d</u>: Select and respond to objects, pictures, or symbols paired with words in the context of familiar school activities.
<p><u>LA.8.1.6.8</u> :</p>	<p>The student will identify advanced word/phrase relationships and their meanings; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: <u>Vocabulary Development</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>LA.8.1.6.In.h</u>: Identify word relationships (e.g. common analogies) and their meaning. • <u>LA.8.1.6.Su.i</u>: Determine the meaning of unknown words using a dictionary and digital tools. • <u>LA.8.1.6.Pa.d</u>: Select and respond to objects, pictures, or symbols paired with words in the context of familiar school activities.
<p><u>LA.8.1.6.9</u> :</p>	<p>The student will determine the correct meaning of words with multiple meanings in context; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: <u>Vocabulary Development</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>LA.8.1.6.In.i</u>: Determine the meaning of a word with multiple meanings (e.g. homographs) in text. • <u>LA.8.1.6.Su.g</u>: Recognize and use common suffixes (- ed, -ing). • <u>LA.8.1.6.Pa.d</u>: Select and respond to objects, pictures, or symbols paired with words in the context of familiar school activities.
<p><u>LA.8.1.7.1</u> :</p>	<p>The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and</p>

	<p>organization of a reading selection; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Reading Comprehension</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.1.7.In.a: Use background knowledge of the subject, guided previewing strategies, graphic representations, and text features (e.g. table of contents, headings, subheadings, charts and maps, text styles, index, glossary) to make and confirm predictions of content and • LA.8.1.7.Su.a: Use background knowledge of the subject and text features (e.g. title, illustrations, graphics, table of contents, headings) to make and confirm predictions of content of reading selections. • LA.8.1.7.Pa.a: Respond accurately and consistently to pictures or symbols paired with words on charts used to guide school activities.
<p>LA.8.1.7.2 :</p>	<p>The student will analyze the authors purpose and/or perspective in a variety of texts and understand how they affect meaning; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Reading Comprehension</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.1.7.In.b: Identify the author’s purpose (e.g. to inform, entertain, persuade) in a variety of text formats (e.g. stories, letters, reports) and use the information to construct meaning. • LA.8.1.7.Su.b: Identify the author’s purpose (e.g. to inform, entertain, persuade) using key words, phrases, and graphics in a variety of reading selections. • LA.8.1.7.Pa.b: Recognize details and what happened in read-aloud stories and informational text.
<p>LA.8.1.7.3 :</p>	<p>The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Reading Comprehension</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.1.7.In.c: Determine the main idea or essential message in text through guided retelling and identifying relevant details and facts. • LA.8.1.7.Su.c: Determine the main idea or essential message in text

	<p>through identifying the topic, relevant details, and facts, including but not limited to who, what, where, when, how, and what happened.</p> <ul style="list-style-type: none"> • LA.8.1.7.Pa.d: Recognize familiar read-aloud stories with a theme (e.g. caring).
<p>LA.8.1.7.4 :</p>	<p>The student will identify cause-and-effect relationships in text; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Reading Comprehension</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.1.7.In.d: Identify cause and effect relationships in stories and informational text. • LA.8.1.7.Su.d: Identify explicit cause/effect relationships in stories and informational text. • LA.8.1.7.Pa.c: Use pictures or symbols paired with words to achieve desired cause/effect outcomes in daily classroom activities.
<p>LA.8.1.7.5 :</p>	<p>The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Reading Comprehension</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.1.7.In.e: Identify text structures (e.g. comparison/contrast, cause/effect relationships, chronological order) in narrative and informational text using strategies, including graphic organizers. • LA.8.1.7.Su.e: Identify similarities and differences and the sequence of events in stories and informational text using strategies, including graphic organizers. • LA.8.1.7.Pa.c: Use pictures or symbols paired with words to achieve desired cause/effect outcomes in daily classroom activities.
<p>LA.8.1.7.6 :</p>	<p>The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Reading Comprehension</p> <p>Access Points:</p>

	<ul style="list-style-type: none"> • LA.8.1.7.In.f: Identify a theme shared by two or more fiction and nonfiction selections. • LA.8.1.7.Su.f: Recognize a theme shared by two fiction or nonfiction selections. • LA.8.1.7.Pa.c: Use pictures or symbols paired with words to achieve desired cause/effect outcomes in daily classroom activities.
<p>LA.8.1.7.7 :</p>	<p>The student will compare and contrast elements in multiple texts (e.g., setting, characters, problems); and Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Reading Comprehension</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.1.7.In.g: Identify similarities and differences in characters, actions, or settings in two texts. • LA.8.1.7.Su.g: Use strategies to repair comprehension, including but not limited to rereading, checking context clues, predicting, using graphic organizers, and checking own understanding when reminded. • LA.8.1.7.Pa.e: Use resources when necessary to clarify meaning of pictures, symbols, or words in classroom activities.
<p>LA.8.1.7.8 :</p>	<p>The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources. Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Reading Comprehension</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.1.7.In.h: Use strategies to repair comprehension, including but not limited to rereading, checking context clues, predicting, using graphic organizers, and requesting assistance for clarification. • LA.8.1.7.Su.h: Identify persons, objects, actions, and settings in read-aloud narrative and informational text. • LA.8.1.7.Pa.e: Use resources when necessary to clarify meaning of pictures, symbols, or words in classroom activities.
<p>LA.8.6.3.3 :</p>	<p>The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media.</p>

	<p>Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Media Literacy</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.6.3.In.c: Identify persuasive techniques (e.g. word choice, emotional appeal, appeal to authority) in text. • LA.8.6.3.Su.c: Identify examples of basic persuasive techniques (e.g. emotional appeal, appeal to authority). • LA.8.6.3.Pa.a: Use media to obtain information.
<p>LA.8.2.1.1 :</p>	<p>The student will identify, analyze, and compare the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms chosen by an author to accomplish a purpose; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Fiction</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.2.1.In.a: Identify similarities and differences in characteristics of various genres of literature (e.g. fiction, poetry, drama). • LA.8.2.1.Su.a: Identify basic characteristics of various genres of literature (e.g. fiction, poetry, drama). • LA.8.2.1.Pa.a: Recognize characters, objects, and actions in read-aloud literature from various genres (e.g. fiction, poetry, drama).
<p>LA.8.2.1.10 :</p>	<p>The student will use interest and recommendation of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture. Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Fiction</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.2.1.In.j: Select a variety of fiction materials based on interest and recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture. • LA.8.2.1.Su.i: Select a variety of fiction materials based on interest and recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture.

	<ul style="list-style-type: none"> • LA.8.2.1.Pa.e: Select fiction materials to listen to, based on interest and recommendations, to expand the core foundation of knowledge necessary to function as a member of a shared culture.
<p>LA.8.2.1.2 :</p>	<p>The student will locate and analyze elements of characterization, setting, and plot, including rising action, conflict, resolution, theme, and other literary elements as appropriate in a variety of fiction; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Fiction</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.2.1.In.b: Identify story elements (e.g. character, setting, plot, problem/ solution, tone) in stories and drama. • LA.8.2.1.Su.b: Identify basic story elements (character, setting, problem/solution) in fiction. • LA.8.2.1.Pa.b: Recognize words that describe people, objects, and actions in read-aloud literature.
<p>LA.8.2.1.3 :</p>	<p>The student will locate various literary devices (e.g., sound, meter, figurative and descriptive language), graphics, and structure and analyze how they contribute to mood and meaning in poetry; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Fiction</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.2.1.In.c: Identify examples of literary devices (e.g. sound, figurative language, illustrations, fonts, word placement) that convey meaning in poetry. • LA.8.2.1.Su.c: Identify examples of literary devices (e.g. rhyme, rhythm, descriptive language) in poetry. • LA.8.2.1.Pa.c: Recognize familiar read-aloud stories, poems, or drama with a theme (e.g. bravery).
<p>LA.8.2.1.4 :</p>	<p>The student will identify and analyze universal themes and symbols across genres and historical periods, and explain their significance; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Fiction</p> <p>Access Points:</p>

	<ul style="list-style-type: none"> • LA.8.2.1.In.d: Identify a common theme in more than one literary genre. • LA.8.2.1.Su.d: Identify a common theme in more than one literary work. • LA.8.2.1.Pa.c: Recognize familiar read-aloud stories, poems, or drama with a theme (e.g. bravery).
<p>LA.8.2.1.5 :</p>	<p>The student will develop an interpretation of a selection and support through sustained use of examples and contextual evidence; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Fiction</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.2.1.In.e: Describe how a literature selection connects to life experiences and impacts the reader based on support from the text or personal experiences. • LA.8.2.1.Su.e: Describe how the characters, problem/solution, or theme in a literature selection connect to life experiences. • LA.8.2.1.Pa.d: Use pictures, symbols, and words to describe characters, objects, actions, and settings in familiar read-aloud literature.
<p>LA.8.2.1.6 :</p>	<p>The student will compare literary texts that express a universal theme, providing textual evidence (e.g., examples, details, quotations) as support for the identified theme; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Fiction</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.2.1.In.f: Identify similarities and differences in characteristics of two literature selections or a common theme in more than one literary genre. • LA.8.2.1.Su.f: Identify common literary devices (e.g. point of view, figurative language, idioms) in stories. • LA.8.2.1.Pa.d: Use pictures, symbols, and words to describe characters, objects, actions, and settings in familiar read-aloud literature.
<p>LA.8.2.1.7 :</p>	<p>The student will locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice is used to appeal to the reader's senses and emotions, providing evidence from text to support the analysis;</p>

	<p>Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Fiction</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.2.1.In.g: Identify examples of literary devices (e.g. expression, tone) in literature. • LA.8.2.1.Su.g: Identify information about characters, settings, and events reflected in historical stories. • LA.8.2.1.Pa.d: Use pictures, symbols, and words to describe characters, objects, actions, and settings in familiar read-aloud literature.
<p>LA.8.2.1.8 :</p>	<p>The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Fiction</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.2.1.In.h: Identify information about the historical time periods reflected in literary works. • LA.8.2.1.Su.h: Identify differences in vocabulary used in historical and contemporary stories. • LA.8.2.1.Pa.d: Use pictures, symbols, and words to describe characters, objects, actions, and settings in familiar read-aloud literature.
<p>LA.8.2.1.9 :</p>	<p>The student will describe changes in the English language over time, and support these descriptions with examples of literary texts; and Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Fiction</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.2.1.In.i: Distinguish differences in vocabulary and language used in contemporary and historical texts. • LA.8.2.1.Su.h: Identify differences in vocabulary used in historical and contemporary stories. • LA.8.2.1.Pa.d: Use pictures, symbols, and words to describe characters, objects, actions, and settings in familiar read-aloud literature.
<p>LA.8.2.2.1 :</p>	<p>The student will locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold</p>

	<p>print, italics, glossaries, indices, key/guide words); Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Nonfiction</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.2.2.In.a: Locate information provided in text features (e.g. table of contents, headings, subheadings, charts and maps, text styles, index, glossary). • LA.8.2.2.Su.a: Identify information in text features (e.g., title, illustrations and graphics, table of contents, headings). • LA.8.2.2.Pa.a: Recognize persons, objects, and actions in read-aloud informational text.
<p>LA.8.2.2.2 :</p>	<p>The student will synthesize and use information from the text to state the main idea or provide relevant details; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Nonfiction</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.2.2.In.b: Use information from nonfiction text to identify the main idea and supporting details. • LA.8.2.2.Su.b: Use information from read-aloud nonfiction text to identify the main idea and supporting details (e.g. who, what, where, when, how, what happened). • LA.8.2.2.Pa.b: Respond purposefully to pictures or symbols paired with words used to guide classroom and school activities.
<p>LA.8.2.2.3 :</p>	<p>The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting); Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Nonfiction</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.2.2.In.c: Organize information to show understanding (e.g. using graphic organizers, guided retelling). • LA.8.2.2.Su.c: Organize information to show understanding (e.g. using simple graphic organizers). • LA.8.2.2.Pa.c: Recognize pictures or symbols paired with words

	<p>depicting a sequence in familiar activities.</p>
<p>LA.8.2.2.4 :</p>	<p>The student will identify and analyze the characteristics of a variety of types of text (e.g., reference works, reports, technical manuals, newspapers, magazines, biographies, periodicals, procedures, instructions, practical/functional texts); and Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Nonfiction</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.2.2.In.d: Identify basic characteristics of variety of nonfiction text (e.g. reference materials, dictionaries, newspapers, magazines, instructions, manuals with diagrams). • LA.8.2.2.Su.d: Identify a variety of nonfiction text (e.g. easy-to-read reference materials, dictionaries, magazines, newspapers). • LA.8.2.2.Pa.b: Respond purposefully to pictures or symbols paired with words used to guide classroom and school activities.
<p>LA.8.2.2.5 :</p>	<p>The student will use interest and recommendation of others to select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture. Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Nonfiction</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.2.2.In.e: Select a variety of nonfiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture. • LA.8.2.2.Su.e: Select a variety of nonfiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture. • LA.8.2.2.Pa.d: Select nonfiction materials based on interest or recommendations to expand the core foundation of knowledge necessary to function as a member of a shared culture.
<p>LA.8.2.1.1 :</p>	<p>The student will prewrite by generating ideas from multiple sources (e.g., prior</p>

	<p>knowledge, discussion with others, writers notebook, research materials, or other reliable sources) based upon teacher-directed topics and personal interests;</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Prewriting</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.3.1.In.a: Generate ideas through a variety of sources (e.g. prior knowledge, discussions, printed material, lists, graphic organizers). • LA.8.3.1.Su.a: Generate ideas through a variety of sources (e.g. brainstorming, graphic organizers, group discussions, printed materials) to plan for writing. • LA.8.3.1.Pa.a: Select information about familiar persons, objects, activities, or events as the topic of communication.
<p>LA.8.3.1.2 :</p>	<p>The student will prewrite by making a plan for writing that addresses purpose, audience, main idea, logical sequence, and time frame for completion; and</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Prewriting</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.3.1.In.b: Identify the purpose (e.g. inform, entertain, persuade, explain), intended audience, and central idea appropriate for the type of writing. • LA.8.3.1.Su.b: Identify the purpose (e.g. inform, entertain) and intended audience for the writing. • LA.8.3.1.Pa.a: Select information about familiar persons, objects, activities, or events as the topic of communication.
<p>LA.8.3.1.3 :</p>	<p>The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Prewriting</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.3.1.In.c: Use graphic organizers, charts and outlines to arrange main ideas and relevant supporting details into a logical sequence. • LA.8.3.1.Su.c: Use a graphic organizer to arrange main ideas and supporting details in a logical sequence.

	<ul style="list-style-type: none"> • LA.8.3.1.Pa.a: Select information about familiar persons, objects, activities, or events as the topic of communication.
<p>LA.8.3.2.1 :</p>	<p>The student will draft writing by developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Drafting</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.3.2.In.a: Use a prewriting plan to develop central idea and related main ideas and supporting details. • LA.8.3.2.Su.a: Use a prewriting plan to develop the main idea and supporting details. • LA.8.3.2.Pa.a: Make an initial attempt to communicate information about familiar persons, objects, activities and events using pictures, symbols, or words.
<p>LA.8.3.2.2 :</p>	<p>The student will draft writing by establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Drafting</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.3.2.In.b: Organize a plan into a logical sequence that fits the purpose of the writing. • LA.8.3.2.Su.b: Organize writing into a logical sequence according to the purpose. • LA.8.3.2.Pa.a: Make an initial attempt to communicate information about familiar persons, objects, activities and events using pictures, symbols, or words.
<p>LA.8.3.2.3 :</p>	<p>The student will draft writing by analyzing language techniques of professional authors (rhythm, varied sentence structure) to develop a personal style, demonstrating a command of language with freshness of expression. Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Drafting</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.3.2.In.b: Organize a plan into a logical sequence that fits the

	<p>purpose of the writing.</p> <ul style="list-style-type: none"> • LA.8.3.2.Su.b: Organize writing into a logical sequence according to the purpose. • LA.8.3.2.Pa.a: Make an initial attempt to communicate information about familiar persons, objects, activities and events using pictures, symbols, or words.
<p>LA.8.3.3.1 :</p>	<p>The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Revising</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.3.3.In.a: Review the draft for content, focus, organization, and word choice, and use of simple and compound sentences to express ideas. • LA.8.3.3.Su.a: Review the draft for clarity of content, organization, or word choice, and use of complete sentences to express ideas. • LA.8.3.3.Pa.a: Adjust information communicated about familiar persons, objects, activities, or events when necessary by changing or rearranging pictures, symbols, or words.
<p>LA.8.3.3.2 :</p>	<p>The student will revise by creating clarity and logic by maintaining central theme, idea, or unifying point and developing relationships among ideas; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Revising</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.3.3.In.b: Improve connections between main ideas and details and modifying details to communicate the purpose. • LA.8.3.3.Su.b: Improve connections between main idea and details with prompting. • LA.8.3.3.Pa.a: Adjust information communicated about familiar persons, objects, activities, or events when necessary by changing or rearranging pictures, symbols, or words.
<p>LA.8.3.3.3 :</p>	<p>The student will revise by creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word</p>

	<p>choices using resources and reference materials (e.g., dictionary, thesaurus); and</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 01/07</p> <p>Belongs to: Revising</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.3.3.In.c: Rearrange or change words and sentences to clarify meaning or add interest using resources and reference materials to select more precise vocabulary. • LA.8.3.3.Su.c: Add descriptive words or details. • LA.8.3.3.Pa.a: Adjust information communicated about familiar persons, objects, activities, or events when necessary by changing or rearranging pictures, symbols, or words.
<p>LA.8.3.3.4 :</p>	<p>The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 01/07</p> <p>Belongs to: Revising</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.3.3.In.d: Use tools and strategies (e.g. checklists, rubrics, dictionary, teacher review, peer review) to improve writing. • LA.8.3.3.Su.d: Use tools, strategies, and resources to improve the draft (e.g. teacher review, peer review, dictionary). • LA.8.3.3.Pa.a: Adjust information communicated about familiar persons, objects, activities, or events when necessary by changing or rearranging pictures, symbols, or words.
<p>LA.8.3.4.1 :</p>	<p>The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary;</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 01/07</p> <p>Belongs to: Editing for Language Conventions</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.3.4.In.a: Use correct spelling of high frequency words, phonetically regular words using spelling rules and orthographic patterns, and unknown words verified with a dictionary or other resource. • LA.8.3.4.Su.a: Use spelling of phonetically regular and high frequency

	<p>words, using a word bank, dictionary, or other resource as necessary.</p> <ul style="list-style-type: none"> • LA.8.3.4.Pa.a: Adjust information communicated about familiar persons, objects, activities, or events when necessary by selecting different pictures, symbols, or words.
<p>LA.8.3.4.2 :</p>	<p>The student will edit for correct use of capitalization, including names of academic courses (e.g., Algebra I) and proper adjectives (e.g., German shepherd, Italian restaurant); Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Editing for Language Conventions</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.3.4.In.b: Use capitalization, including proper nouns, the pronoun “I,” days of the week and months of the year, and initial word of sentences. • LA.8.3.4.Su.b: Use capitalization, including proper nouns, the pronoun “I,” initial word of sentences, and days of the week. • LA.8.3.4.Pa.a: Adjust information communicated about familiar persons, objects, activities, or events when necessary by selecting different pictures, symbols, or words.
<p>LA.8.3.4.3 :</p>	<p>The student will edit for correct use of punctuation, including commas, colons, semicolons, quotation marks, and apostrophes; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Editing for Language Conventions</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.3.4.In.c: Use end punctuation, quotation marks in dialogue, and commas in dates. • LA.8.3.4.Su.c: Use end punctuation (period and question mark) for sentences. • LA.8.3.4.Pa.a: Adjust information communicated about familiar persons, objects, activities, or events when necessary by selecting different pictures, symbols, or words.
<p>LA.8.3.4.4 :</p>	<p>The student will edit for correct use of the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection), regular and irregular verbs, and pronoun agreement; and Cognitive Complexity: N/A Date Adopted or Revised: 01/07</p>

	<p>Belongs to: Editing for Language Conventions</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.3.4.In.d: Use singular and plural nouns. • LA.8.3.4.Su.d: Use singular and plural nouns. • LA.8.3.4.Pa.a: Adjust information communicated about familiar persons, objects, activities, or events when necessary by selecting different pictures, symbols, or words.
<p>LA.8.3.4.5 :</p>	<p>The student will edit for correct use of subject/verb agreement, noun/pronoun agreement.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 01/07</p> <p>Belongs to: Editing for Language Conventions</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.3.4.In.e: Use verb tense and complete sentences. • LA.8.3.4.Su.e: Use complete sentences. • LA.8.3.4.Pa.a: Adjust information communicated about familiar persons, objects, activities, or events when necessary by selecting different pictures, symbols, or words.
<p>LA.8.3.5.1 :</p>	<p>The student will prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 01/07</p> <p>Belongs to: Publishing</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.3.5.In.a: Prepare writing appropriate for the audience and purpose. • LA.8.3.5.Su.a: Prepare writing appropriate to the purpose. • LA.8.3.5.Pa.a: Effectively communicate information about familiar persons, objects, activities, or events using pictures, symbols, or words.
<p>LA.8.3.5.2 :</p>	<p>The student will use elements of spacing and design for graphics (e.g., tables, drawings, charts, graphs) when applicable to enhance the appearance of the document; and</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 01/07</p> <p>Belongs to: Publishing</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.3.5.In.b: Use margins and spacing to indicate paragraphs and other key features of text and graphics or illustrations as needed to enhance writing. • LA.8.3.5.Su.b: Use required spacing and margins and graphics or illustrations to support written text. • LA.8.3.5.Pa.a: Effectively communicate information about familiar persons, objects, activities, or events using pictures, symbols, or words.
<p>LA.8.3.5.3 :</p>	<p>The student will share the writing with the intended audience. Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Publishing</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.3.5.In.c: Share writing with the intended audience. • LA.8.3.5.Su.c: Share writing with the intended audience. • LA.8.3.5.Pa.a: Effectively communicate information about familiar persons, objects, activities, or events using pictures, symbols, or words.
<p>LA.8.4.1.1 :</p>	<p>The student will write narrative accounts with an engaging plot (including rising action, conflict, suspense, climax, falling action and resolution), and that use a range of appropriate strategies and specific narrative action (e.g., dialogue, movement, gestures, expressions) and include well-chosen details using both narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison/contrast of characters); and Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Creative</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.4.1.In.a: Write narratives about events or experiences that include a main idea, descriptive details, characters, sequence of events, and plot. • LA.8.4.1.Su.a: Write narratives about events that include a main idea, descriptive details, characters, and a sequence of events. • LA.8.4.1.Pa.a: Communicate information that tells about persons, objects, and activities.
<p>LA.8.4.1.2 :</p>	<p>The student will write a variety of expressive forms (e.g., realistic fiction, one-</p>

	<p>act play, suspense story, poetry) that according to the type of writing employed, incorporate figurative language, rhythm, dialogue, characterization, plot, and appropriate format.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Creative</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.4.1.In.b: Write expressive forms (e.g. poems, skits, songs) that include rhythm and rhyme, dialogue, appropriate format, and figurative language. • LA.8.4.1.Su.b: Write expressive forms (e.g. poems and skits) that include rhythm and rhyme, or dialogue using a guided format. • LA.8.4.1.Pa.b: Recognize rhythm, sounds, and words in familiar poetry, dialogue, songs, and rhymes.
<p>LA.8.4.2.1 :</p>	<p>The student will write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Informative</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.4.2.In.a: Write in a variety of expository forms (e.g. journal, log, summary). • LA.8.4.2.Su.a: Write in a variety of expository forms (e.g., daily journal, log, summary). • LA.8.4.2.Pa.a: Communicate information about persons, objects, activities, or events using pictures, symbols, or words.
<p>LA.8.4.2.2 :</p>	<p>The student will record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information, as appropriate, and attribute sources of information;</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Informative</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.4.2.In.b: Record information (e.g. lists, map labels, charts, graphs, legends) related to a topic. • LA.8.4.2.Su.b: Record information (e.g. lists, map labels, charts) related to a topic.

	<ul style="list-style-type: none"> • LA.8.4.2.Pa.b: Communicate information about classroom activities.
<p>LA.8.4.2.3 :</p>	<p>The student will write specialized informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, an organizational structure particular to its type, and introductory, body, and concluding paragraphs; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Informative</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.4.2.In.c: Write expository paragraph that includes a topic sentence, supporting details and relevant information. • LA.8.4.2.Su.c: Write expository text that includes a topic sentence and relevant information about the topic. • LA.8.4.2.Pa.d: Express preferences and choices. <p>Remarks/Examples</p> <hr/> <p>SS.8.C.1.6 Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.</p>
<p>LA.8.4.2.4 :</p>	<p>The student will write a variety of informal communications (e.g., friendly letters, thank-you notes, messages) and formal communications (e.g., conventional business letters, invitations) that follow a format and that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Informative</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.4.2.In.d: Compose a friendly letter that includes a heading, salutation, body, closing, and signature, and write a formal letter using a model. • LA.8.4.2.Su.d: Compose informal invitations, friendly messages and thank-you notes using a model. • LA.8.4.2.Pa.c: Communicate greetings and invitations to others to engage in activities; and communicate appreciation.

<p>LA.8.4.2.5 :</p>	<p>The student will write detailed directions to unfamiliar locations using cardinal and ordinal directions, landmarks, streets, and distances, and create an accompanying map. Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Informative</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.4.2.In.e: Write functional text (e.g. three-step instructions or directions, recipes, labels, posters, graphs/tables). • LA.8.4.2.Su.e: Write functional text (e.g. two-step directions, labels, basic recipes, informational posters). • LA.8.4.2.Pa.b: Communicate information about classroom activities.
<p>LA.8.4.3.1 :</p>	<p>The student will write persuasive text (e.g., advertisement, speech, essay, public service announcement) that establishes and develops a controlling idea, and supports arguments for the validity of the proposed idea with detailed evidence; and Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Persuasive</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.4.3.In.a: Select a favorite topic or activity and write persuasive text (e.g. advertisement, message, paragraph) that shows why the topic or activity is important. • LA.8.4.3.Su.a: Select a favorite topic or activity and write persuasive text (e.g. advertisement, poster) that shows why the topic or activity is important. • LA.8.4.3.Pa.a: Communicate preferences or feelings about familiar persons, objects, or actions in a variety of daily activities.
<p>LA.8.4.3.2 :</p>	<p>The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony, symbols, glittering generalities, card stacking). Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Persuasive</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.4.3.In.a: Select a favorite topic or activity and write persuasive text (e.g. advertisement, message, paragraph) that shows why the topic or activity is important.

	<ul style="list-style-type: none"> • LA.8.4.3.Su.a: Select a favorite topic or activity and write persuasive text (e.g. advertisement, poster) that shows why the topic or activity is important. • LA.8.4.3.Pa.a: Communicate preferences or feelings about familiar persons, objects, or actions in a variety of daily activities.
<p>LA.8.5.1.1 :</p>	<p>The student will use fluent and legible handwriting skills. Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Penmanship</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.5.1.In.a: Use legible handwriting. • LA.8.5.1.Su.a: Write words and sentences with proper spacing and sequencing. • LA.8.5.1.Pa.a: Use pictures, symbols, or words to communicate meaning.
<p>LA.8.5.2.1 :</p>	<p>The student will demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by paraphrasing and/or summarizing; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Listening and Speaking</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.5.2.In.a: Use effective listening skills and behaviors for a variety of purposes and demonstrate understanding through guided retelling and summarizing. • LA.8.5.2.Su.a: Use effective listening skills and behaviors for a variety of purposes and use guided retelling to identify the topic and supporting details. • LA.8.5.2.Pa.a: Listen and respond to verbal messages from a variety of speakers.
<p>LA.8.5.2.2 :</p>	<p>The student will use effective listening and speaking strategies for informal and formal discussions, connecting to and building on the ideas of a previous speaker and respecting the viewpoints of others when identifying bias or faulty logic; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Listening and Speaking</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.5.2.In.b: Use effective listening and speaking strategies for informal discussions, including but not limited to listening responsively, staying on topic, and respecting the viewpoints of others. • LA.8.5.2.Su.b: Listen attentively, ask questions, and make relevant comments about the content in informal discussions and conversations. • LA.8.5.2.Pa.a: Listen and respond to verbal messages from a variety of speakers. 		
<p>LA.8.5.2.3 :</p>	<p>The student will select and use a variety of creative oral language techniques for clarity and effect (e.g., connotation, denotation, hyperbole, understatement); Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Listening and Speaking</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.5.2.In.c: Manipulate oral language for clarity by adding or deleting words to express the same thought or idea. • LA.8.5.2.Su.c: Choose words and phrases to orally express a message for a specified purpose. • LA.8.5.2.Pa.b: Communicate information or preferences and respond purposefully in a variety of situations. 		
<p>LA.8.5.2.4 :</p>	<p>The student will research, organize, and effectively deliver speeches to entertain, inform, and persuade; and Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Listening and Speaking</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.5.2.In.d: Gather information and give brief speeches. • LA.8.5.2.Su.d: Give informal oral presentations about a topic. • LA.8.5.2.Pa.b: Communicate information or preferences and respond purposefully in a variety of situations. <p>Remarks/Examples</p> <table border="1" data-bbox="380 1724 1417 1858"> <tr> <td data-bbox="380 1724 699 1858">SS.8.C.1.2</td> <td data-bbox="704 1724 1417 1858">Compare views of self-government and the rights and responsibilities of citizens held by Patriots, Loyalists, and other colonists.</td> </tr> </table>	SS.8.C.1.2	Compare views of self-government and the rights and responsibilities of citizens held by Patriots, Loyalists, and other colonists.
SS.8.C.1.2	Compare views of self-government and the rights and responsibilities of citizens held by Patriots, Loyalists, and other colonists.		

<p>LA.8.5.2.5 :</p>	<p>The student will demonstrate language choices, body language, eye contact, gestures, and appropriate use of graphics and available technology. Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Listening and Speaking</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.5.2.In.e: Use appropriate language choices, eye contact, body language, and gestures when presenting. • LA.8.5.2.Su.e: Use appropriate language choices, body language, and eye contact when presenting. • LA.8.5.2.Pa.b: Communicate information or preferences and respond purposefully in a variety of situations.
<p>LA.8.6.1.1 :</p>	<p>The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Informational Text</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.6.1.In.a: Locate information provided in text features (e.g. table of contents, headings, subheadings, charts and maps, text styles, index, glossary). • LA.8.6.1.Su.a: Identify information in text features (e.g. title, illustrations and graphics, table of contents, headings). • LA.8.6.1.Pa.a: Use familiar pictures, symbols, or words to complete consumer or other real-world tasks.
<p>LA.8.6.1.2 :</p>	<p>The student will use information from a variety of consumer (e.g., warranties, instructional manuals), workplace (e.g., applications, contracts) and other documents to explain a situation and justify a decision; and Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Informational Text</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.6.1.In.a: Locate information provided in text features (e.g. table of contents, headings, subheadings, charts and maps, text styles, index, glossary). • LA.8.6.1.Su.b: Use easy-to-read informational materials (e.g. consumer, workplace, other real-world situations) with graphics to follow instructions, solve problems, make decisions, and perform tasks.

	<ul style="list-style-type: none"> • LA.8.6.1.Pa.a: Use familiar pictures, symbols, or words to complete consumer or other real-world tasks.
<p>LA.8.6.1.3 :</p>	<p>The student will create a technical manual or solve a problem. Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Informational Text</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.6.1.In.b: Identify and use multiple sources of information (e.g. consumer, workplace, other real-world situations) to carry out procedures, solve problems, and make decisions. • LA.8.6.1.Su.b: Use easy-to-read informational materials (e.g. consumer, workplace, other real-world situations) with graphics to follow instructions, solve problems, make decisions, and perform tasks. • LA.8.6.1.Pa.a: Use familiar pictures, symbols, or words to complete consumer or other real-world tasks.
<p>LA.8.6.2.1 :</p>	<p>The student will select a topic and develop a search plan with multiple research strategies, and apply evaluative criteria (e.g., scope and depth of content, authority, reputation of author/publisher, objectivity, freedom from bias) to assess appropriateness of resources; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Research Process</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.6.2.In.a: Select a topic, adapt a predetermined search plan and use evaluative criteria (e.g. relevance, special features) to locate information in references and other resources. • LA.8.6.2.Su.a: Select a topic and use a predetermined search plan to locate information in teacher-recommended digital or print references or other sources. • LA.8.6.2.Pa.a: Select a person or object to learn about and use a teacher recommended source for information.
<p>LA.8.6.2.2 :</p>	<p>The student will assess, organize, synthesize, and evaluate the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Research Process</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.6.2.In.b: Record and organize information by topic using multiple sources (e.g. digital and print texts, maps, charts, graphs, photographs) and check factual information in reference materials. • LA.8.6.2.Su.b: Read and record information from references or other sources to answer search questions. • LA.8.6.2.Pa.b: Obtain information about a selected person or object and seek assistance to clarify meaning of pictures, symbols, or words. <p>Remarks/Examples</p> <table border="1" data-bbox="380 667 1417 856"> <tr> <td data-bbox="380 667 699 856">SS.8.C.2.1</td> <td data-bbox="699 667 1417 856">Evaluate and compare the essential ideals and principles of American constitutional government expressed in primary sources from the colonial period to Reconstruction.</td> </tr> </table>	SS.8.C.2.1	Evaluate and compare the essential ideals and principles of American constitutional government expressed in primary sources from the colonial period to Reconstruction.
SS.8.C.2.1	Evaluate and compare the essential ideals and principles of American constitutional government expressed in primary sources from the colonial period to Reconstruction.		
<p>LA.8.6.2.3 :</p>	<p>The student will write an informational report that includes a focused topic, appropriate facts and relevant details, a logical sequence, a concluding statement, and a list of sources used; and Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Research Process</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.6.2.In.c: Write a report that includes main idea(s) and relevant details in an organized sequence, a concluding statement, and a list of sources used. • LA.8.6.2.Su.c: Write a simple report that includes a title, main idea and details, relevant illustrations and graphics, a closing statement, and a list of sources used. • LA.8.6.2.Pa.c: Communicate information about persons, objects, activities, or events using pictures, symbols, or words. 		
<p>LA.8.6.2.4 :</p>	<p>The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law. Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Research Process</p> <p>Access Points:</p>		

	<ul style="list-style-type: none"> • LA.8.6.2.In.d: Record bibliographic data using a template and identify ethical practices for using information (e.g. knowing the difference between copying material from a text, using own words). • LA.8.6.2.Su.d: Record the titles of references or other sources used to answer search questions and identify ethical practices for using information (e.g., not copying from another student). • LA.8.6.2.Pa.d: Identify objects, books or print materials that belong to others.
<p>LA.8.6.3.1 :</p>	<p>The student will analyze ways that production elements (e.g., graphics, color, motion, sound, digital technology) affect communication across the media; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Media Literacy</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.6.3.In.a: Identify how production elements (e.g. graphics, color, sound) are used to enhance communication in media. • LA.8.6.3.Su.a: Recognize production elements of color, sound, and motion used in media. • LA.8.6.3.Pa.a: Respond to production elements of motion, sound, and color used in media.
<p>LA.8.6.3.2 :</p>	<p>The student will demonstrate the ability to select and ethically use print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation; and Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Media Literacy</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.6.3.In.b: Use media with graphics, sound, or color to communicate information on a topic. • LA.8.6.3.Su.b: Use media with sound or color to complete tasks. • LA.8.6.3.Pa.a: Use media to obtain information.
<p>LA.8.6.4.1 :</p>	<p>The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, digital technology); and Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Technology</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.6.4.In.a: Use appropriate available technologies to enhance communication. • LA.8.6.4.Su.a: Use appropriate available technologies to enhance communication. • LA.8.6.4.Pa.a: Use appropriate available technologies to enhance communication.
<p>LA.8.6.4.2 :</p>	<p>The student will evaluate and apply digital tools (e.g., word, processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Technology</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.8.6.4.In.b: Select and use technology tools to publish and present information on a topic. • LA.8.6.4.Su.b: Use technology tools to present a topic or story with text and graphics. • LA.8.6.4.Pa.b: Use a technology tool to communicate information to a familiar person in various settings.



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Course: 7810012 Access M/J Language Arts 2 -

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BASIC INFORMATION

Course Title:	Access M/J Language Arts 2
Course Number:	7810012
Course Abbreviated Title:	ACCESS M/J LA 2
Course Path:	Section: Exceptional Student Education Grade Group: Middle/Junior High Subject: Academics - Subject Areas
Number of Credits:	NA
Course length:	Year (Y)
Status:	State Board Approved
General Notes:	<p>Access Courses: Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent), which reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.</p> <p>Subject Relevance: The ultimate goal for all students is to interact productively and effectively with the world around them. This goal is no less important for students with significant cognitive disabilities.</p> <p>The ability to communicate effectively is the cornerstone of interacting in life's activities. Language Arts is the general academic subject area dealing with communication by developing</p>

comprehension and use of written and oral language.

Reading is the ability to comprehend language by grasping the meaning of written or printed characters, words, or sentences. Reading involves a wide variety of print and non-print texts that help a reader gain an understanding of what is being read. All students should have the opportunity to access text for the purpose of gaining knowledge, acquiring information, sharing experiences, and personal fulfillment. While some students will learn to access literature through traditional reading (comprehending written text), others will gain access through shared or recorded literature, specially designed text, or the use of technology.

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

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

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

Access Language Arts - Grade Seven

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

- The reading process

	<ul style="list-style-type: none"> • Literary analysis • The writing process • Writing applications • Communication • Information and media literacy
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RELATED ACCESS POINTS: Independent(72) Supported(72) Participatory(46) Core Content Connector(0)

<p><u>LA.7.1.5.1</u> :</p>	<p>The student will adjust reading rate based on purpose, text difficulty, form, and style. Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Fluency</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.1.5.In.a: Read text with accuracy. • LA.7.1.5.Su.a: Read text with high frequency sight words and phonetically regular words with accuracy. • LA.7.1.5.Pa.a: Respond accurately and consistently to pictures or symbols of persons, objects, or events in familiar stories and daily activities. • LA.7.1.5.Pa.b: Identify pictures or symbols paired with words to indicate the next step in familiar daily activities.
<p><u>LA.7.1.6.1</u> :</p>	<p>The student will use new vocabulary that is introduced and taught directly; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.1.6.In.a: Use new vocabulary that is introduced and taught directly. • LA.7.1.6.Su.a: Use new vocabulary that is introduced and taught directly. • LA.7.1.6.Pa.a: Respond to new vocabulary that is introduced and taught directly.

<p>LA.7.1.6.10 :</p>	<p>The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.1.6.In.i: Determine the meaning of unknown words using a dictionary and digital tools. • LA.7.1.6.Su.j: Determine the meaning of unknown words using a picture dictionary and digital tools. • LA.7.1.6.Pa.c: Identify persons, objects, and actions by name or characteristic.
<p>LA.7.1.6.11 :</p>	<p>The student will identify the meaning of words and phrases derived from Anglo-Saxon, Greek, and Latin mythology. Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.1.6.In.i: Determine the meaning of unknown words using a dictionary and digital tools. • LA.7.1.6.Su.j: Determine the meaning of unknown words using a picture dictionary and digital tools. • LA.7.1.6.Pa.d: Select and respond to objects, pictures, or symbols paired with words in familiar school activities.
<p>LA.7.1.6.2 :</p>	<p>The student will listen to, read, and discuss familiar and conceptually challenging text; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.1.6.In.b: Listen to, read, and discuss a variety of text. • LA.7.1.6.Su.b: Listen to, read, and discuss a variety of text. • LA.7.1.6.Pa.b: Listen and respond to stories and informational text.
<p>LA.7.1.6.3 :</p>	<p>The student will use context clues to determine meanings of unfamiliar words; Cognitive Complexity: N/A Date Adopted or Revised: 01/07</p>

	<p>Belongs to: Vocabulary Development</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.1.6.In.c: Use context clues and graphics to determine meaning of unknown words. • LA.7.1.6.Su.c: Use context clues and illustrations to determine meaning of unknown words. • LA.7.1.6.Pa.c: Identify persons, objects, and actions by name or characteristic.
<p>LA.7.1.6.4 :</p>	<p>The student will categorize key vocabulary and identify salient features; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.1.6.In.d: Categorize key vocabulary. • LA.7.1.6.Su.d: Categorize key vocabulary. • LA.7.1.6.Pa.d: Select and respond to objects, pictures, or symbols paired with words in familiar school activities.
<p>LA.7.1.6.5 :</p>	<p>The student will relate new vocabulary to familiar words; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.1.6.In.e: Relate new vocabulary to familiar words. • LA.7.1.6.Su.e: Relate new vocabulary to familiar words. • LA.7.1.6.Pa.b: Listen and respond to stories and informational text.
<p>LA.7.1.6.6 :</p>	<p>The student will distinguish denotative and connotative meanings of words; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.1.6.In.f: Use phonics skills to decode words with special vowel spellings. • LA.7.1.6.Su.f: Use phonics skills to decode phonetically regular multi-syllabic words.

	<ul style="list-style-type: none"> • LA.7.1.6.Pa.b: Listen and respond to stories and informational text.
<p>LA.7.1.6.7 :</p>	<p>The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.1.6.In.g: Recognize and use prefixes (mis-, in-) and suffixes (-er). • LA.7.1.6.Su.g: Recognize common abbreviations. • LA.7.1.6.Su.h: Recognize and use common suffixes (-s, -es). • LA.7.1.6.Pa.b: Listen and respond to stories and informational text.
<p>LA.7.1.6.8 :</p>	<p>The student will identify advanced word/phrase relationships and their meanings; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.1.6.In.h: Determine the meaning of a word with multiple meanings (e.g., homographs) in context. • LA.7.1.6.Su.i: Recognize synonyms, antonyms, and homophones. • LA.7.1.6.Pa.b: Listen and respond to stories and informational text.
<p>LA.7.1.6.9 :</p>	<p>The student will determine the correct meaning of words with multiple meanings in context; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Vocabulary Development</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.1.6.In.i: Determine the meaning of unknown words using a dictionary and digital tools. • LA.7.1.6.Su.j: Determine the meaning of unknown words using a picture dictionary and digital tools. • LA.7.1.6.Pa.d: Select and respond to objects, pictures, or symbols paired with words in familiar school activities.
<p>LA.7.1.7.1 :</p>	<p>The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text</p>

	<p>structure to make and confirm complex predictions of content, purpose, and organization of a reading selection; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Reading Comprehension</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.1.7.In.a: Use background knowledge of the subject, guided previewing strategies, graphic representations, and text features (e.g. table of contents, headings, simple charts and maps, text styles) to make and • LA.7.1.7.Su.a: Use background knowledge of the subject and text features (e.g. illustrations, title, table of contents) to make and confirm predictions of content of reading selections. • LA.7.1.7.Pa.a: Identify persons, objects, actions, or events in read-aloud narrative and informational text used in daily activities.
<p>LA.7.1.7.2 :</p>	<p>The student will analyze the authors purpose (e.g., to persuade, inform, entertain, explain) and perspective in a variety of texts and understand how they affect meaning; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Reading Comprehension</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.1.7.In.b: Confirm predictions of content and purpose of reading selections. • LA.7.1.7.In.c: Identify the author’s purpose (e.g. to inform, entertain, persuade) in a variety of texts and use the information to construct meaning. • LA.7.1.7.Su.b: Identify the author’s purpose (e.g., tell a story, give information, explain how to do something, elicit feelings) in texts. • LA.7.1.7.Pa.b: Respond accurately and consistently to pictures or symbols paired with words used to guide classroom activities.
<p>LA.7.1.7.3 :</p>	<p>The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Reading Comprehension</p> <p>Access Points:</p>

	<ul style="list-style-type: none"> • LA.7.1.7.In.g: Identify the theme in fiction or nonfiction selections. • LA.7.1.7.Su.c: Determine the main idea or essential message in text through identifying relevant details and events, including but not limited to who, what, where, when, and what happened. • LA.7.1.7.Pa.c: Recognize details in read-aloud stories and informational text.
<p>LA.7.1.7.4 :</p>	<p>The student will identify cause-and-effect relationships in text; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Reading Comprehension</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.1.7.In.d: Determine the main idea or essential message in text through identifying relevant details and facts. • LA.7.1.7.Su.d: Identify similarities and differences in characters, settings, and actions, and explicit cause/effect relationships in stories and informational text using strategies, including but not limited to simple graphic organizers. • LA.7.1.7.Pa.d: Use pictures or symbols paired with words to achieve desired cause/effect outcomes in daily classroom activities.
<p>LA.7.1.7.5 :</p>	<p>The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Reading Comprehension</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.1.7.In.e: Identify cause and effect relationships in stories and informational text. • LA.7.1.7.Su.e: Identify fiction and nonfiction selections based on a theme (e.g. bravery, friendship). • LA.7.1.7.Pa.e: Recognize familiar read-aloud stories with a theme (e.g., caring).
<p>LA.7.1.7.6 :</p>	<p>The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Reading Comprehension</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.1.7.In.f: Identify text structures (e.g. comparison/contrast, explicit cause and effect relationships, sequence of events) in narrative and informational text using strategies, including graphic organizers. • LA.7.1.7.Su.e: Identify fiction and nonfiction selections based on a theme (e.g. bravery, friendship). • LA.7.1.7.Pa.f: Use resources when necessary to clarify meaning of pictures, symbols, or words in classroom activities.
<p>LA.7.1.7.7 :</p>	<p>The student will compare and contrast elements in multiple texts; and Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Reading Comprehension</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.1.7.In.h: Identify similarities and differences in characters, actions, or settings in two texts. • LA.7.1.7.Su.d: Identify similarities and differences in characters, settings, and actions, and explicit cause/effect relationships in stories and informational text using strategies, including but not limited to simple graphic organizers. • LA.7.1.7.Pa.e: Recognize familiar read-aloud stories with a theme (e.g., caring).
<p>LA.7.1.7.8 :</p>	<p>The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources. Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Reading Comprehension</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.1.7.Su.f: Use strategies to repair comprehension, including but not limited to re-reading, checking context clues, predicting, using graphic organizers, and checking own understanding when reminded. • LA.7.1.7.Pa.d: Use pictures or symbols paired with words to achieve desired cause/effect outcomes in daily classroom activities.
<p>LA.7.2.1.1 :</p>	<p>The student will identify and analyze the characteristics of various genres (e.g.,</p>

	<p>poetry, fiction, short story, dramatic literature) as forms with distinct characteristics and purposes; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Fiction</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.2.1.In.a: Identify differences in characteristics of various genres of literature (e.g. fiction, poetry, drama). • LA.7.2.1.Su.a: Identify basic characteristics of various genres of literature (e.g. fiction, poetry). • LA.7.2.1.Pa.a: Use pictures, symbols, or words to identify characters, objects, and actions in read-aloud literature (e.g. fiction, poetry).
<p>LA.7.2.1.10 :</p>	<p>The student will use interest and recommendation of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture. Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Fiction</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.2.1.In.j: Select a variety of fiction materials based on interest and recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture. • LA.7.2.1.Su.j: Select a variety of fiction materials based on interest and recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture. • LA.7.2.1.Pa.e: Select fiction materials based on interest and recommendations to expand the core foundation of knowledge necessary to function as a member of a shared culture.
<p>LA.7.2.1.2 :</p>	<p>The student will locate and analyze elements of characterization, setting, and plot, including rising action, conflict, resolution, theme, and other literary elements as appropriate in a variety of fiction; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Fiction</p> <p>Access Points:</p>

	<ul style="list-style-type: none"> • LA.7.2.1.In.b: Identify setting, plot structure, theme, and elements of character development (e.g. dialogue, thoughts, actions) in works of literature. • LA.7.2.1.Su.b: Identify characters, setting, events, and main problem and solution in read-aloud literature. • LA.7.2.1.Pa.b: Recognize rhythm, sounds and words in read-aloud poetry, songs, and stories.
<p>LA.7.2.1.3 :</p>	<p>The student will locate various literary devices (e.g., sound, meter, figurative and descriptive language), graphics, and structure and analyze how they contribute to mood and meaning in poetry; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Fiction</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.2.1.In.c: Identify literary devices (e.g. sound, descriptive language, line length, illustrations) in poetry. • LA.7.2.1.Su.c: Identify literary devices (e.g. words that describe people, objects, feelings) in poetry, drama, and stories. • LA.7.2.1.Pa.c: Recognize familiar read-aloud stories, poems, or drama with a theme (e.g. friendship).
<p>LA.7.2.1.4 :</p>	<p>The student will identify and analyze recurring themes across a variety of works (e.g., bravery, friendship, loyalty, good vs. evil); Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Fiction</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.2.1.In.d: Identify themes (e.g. bravery, friendship, caring) in fiction, poetry, or drama. • LA.7.2.1.Su.d: Identify fiction stories, poetry, or drama based on a theme (e.g. bravery, friendship). • LA.7.2.1.Pa.d: Recognize words that describe people, objects, and actions in read-aloud literature.
<p>LA.7.2.1.5 :</p>	<p>The student will develop an interpretation of a selection and support through sustained use of examples and contextual evidence; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Fiction</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.2.1.In.e: Write a reflection that describes how the literature selection connects to life experiences and impacts the reader. • LA.7.2.1.Su.e: Write a reflection for a literature selection that describes how the story connects to life experiences. • LA.7.2.1.Pa.e: Select fiction materials based on interest and recommendations to expand the core foundation of knowledge necessary to function as a member of a shared culture.
<p>LA.7.2.1.6 :</p>	<p>The student will compare the use of the same theme in two different literary genres, using their structural features as the basis for the comparison (e.g., novel and play, poem and short story); Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Fiction</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.2.1.In.f: Write a review or brief report on two works of literature that identifies similarities and differences in theme or plot structure. • LA.7.2.1.Su.f: Write a brief report on a literature selection that identifies similarities and differences in characters, settings, and actions. • LA.7.2.1.Pa.e: Select fiction materials based on interest and recommendations to expand the core foundation of knowledge necessary to function as a member of a shared culture.
<p>LA.7.2.1.7 :</p>	<p>The student will locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice is used to appeal to the reader's senses and emotions, providing evidence from text to support t Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Fiction</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.2.1.In.g: Identify literary devices (e.g. sound, descriptive language) in drama and stories. • LA.7.2.1.Su.g: Recognize the meaning of common idioms (e.g. green thumb) and figurative language (e.g. pretty as a picture) in literature. • LA.7.2.1.Pa.b: Recognize rhythm, sounds and words in read-aloud poetry, songs, and stories.

<p>LA.7.2.1.8 :</p>	<p>The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Fiction</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.2.1.In.h: Identify information about the historical time periods reflected in literary works. • LA.7.2.1.Su.h: Identify information about characters, settings, and events reflected in historical stories. • LA.7.2.1.Pa.c: Recognize familiar read-aloud stories, poems, or drama with a theme (e.g. friendship).
<p>LA.7.2.1.9 :</p>	<p>The student will describe changes in the English language over time, and support these descriptions with examples from literary texts; and Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Fiction</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.2.1.In.i: Identify differences in vocabulary and language of contemporary and historical texts. • LA.7.2.1.Su.i: Identify differences in vocabulary used in historical stories. • LA.7.2.1.Pa.c: Recognize familiar read-aloud stories, poems, or drama with a theme (e.g. friendship).
<p>LA.7.2.2.1 :</p>	<p>The student will locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words); Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Nonfiction</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.2.2.In.a: Locate information in text features (e.g. table of contents, headings, simple charts and maps, text styles, glossary). • LA.7.2.2.Su.a: Identify information in text features (e.g. illustrations, title, table of contents, headings). • LA.7.2.2.Pa.a: Recognize persons, objects, and actions in read-aloud informational text.

<p>LA.7.2.2.2 :</p>	<p>The student will use information from the text to state the main idea and/or provide relevant details; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Nonfiction</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.2.2.In.b: Use information from nonfiction text to identify the main idea and supporting details. • LA.7.2.2.Su.b: Use information from read-aloud nonfiction text to identify the main idea and supporting details (e.g. who, what, where, when, what happened). • LA.7.2.2.Pa.b: Respond purposefully to pictures or symbols paired with words used to guide classroom activities. 		
<p>LA.7.2.2.3 :</p>	<p>The student will organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting); Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Nonfiction</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.2.2.In.c: Organize information to show understanding (e.g. using graphic organizers, guided retelling). • LA.7.2.2.Su.c: Organize information to show understanding (e.g. using simple graphic organizers). • LA.7.2.2.Pa.c: Recognize pictures or symbols paired with words depicting a sequence in familiar activities. <p>Remarks/Examples</p> <table border="1" data-bbox="380 1436 1417 1570"> <tr> <td data-bbox="380 1436 699 1570">SS.7.C.3.13</td> <td data-bbox="704 1436 1417 1570">Compare the constitutions of the United States and Florida.</td> </tr> </table>	SS.7.C.3.13	Compare the constitutions of the United States and Florida.
SS.7.C.3.13	Compare the constitutions of the United States and Florida.		
<p>LA.7.2.2.4 :</p>	<p>The student will identify the characteristics of a variety of types of text and how they are alike and different(e.g., reference works, reports, technical manuals, newspapers, magazines, biographies, periodicals, procedures, instructions); and Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Nonfiction</p>		

	<p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.2.2.In.d: Identify a variety of nonfiction text (e.g. reference materials, dictionaries, newspapers, magazines, instructions). • LA.7.2.2.Su.d: Identify a variety of nonfiction text (e.g. easy-to-read reference materials, dictionaries, magazines). • LA.7.2.2.Pa.d: Select nonfiction materials based on interest and recommendations to expand the core foundation of knowledge necessary to function as a member of a shared culture.
<p>LA.7.3.4.5 :</p>	<p>The student will edit for correct use of consistency in verb tense in simple, compound, and complex sentences. Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Editing for Language Conventions</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.3.4.In.d: Use correct verb tense and complete sentences. • LA.7.3.4.Su.e: Use of complete sentences. • LA.7.3.4.Pa.a: Adjust information communicated about persons and objects when necessary by selecting different pictures, symbols, or words.
<p>LA.7.2.2.5 :</p>	<p>The student will use interest and recommendation of others to select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture. Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Nonfiction</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.2.2.In.e: Select a variety of nonfiction materials based on interest and recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture. • LA.7.2.2.Su.e: Select a variety of nonfiction materials based on interest and recommendations to expand the core foundation of knowledge necessary to connect topics and function as a member of a shared culture. • LA.7.2.2.Pa.d: Select nonfiction materials based on interest and recommendations to expand the core foundation of knowledge

	<p>necessary to function as a member of a shared culture.</p>
<p>LA.7.3.1.1 :</p>	<p>The student will prewrite by generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writers notebook, research materials, or other reliable sources) based upon teacher-directed topics and personal interests;</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Prewriting</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.3.1.In.a: Generate ideas through a variety of activities (e.g. brainstorming, graphic organizers, group discussions, reviewing printed material. • LA.7.3.1.Su.a: Generate ideas through a variety of activities (e.g., responding to prompts, viewing pictures, reading text, group discussion) to plan for writing. • LA.7.3.1.Pa.a: Select a person, object, activity, or event as the topic of communication.
<p>LA.7.3.1.2 :</p>	<p>The student will prewrite by making a plan for writing that addresses purpose, audience, main idea, and logical sequence; and</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Prewriting</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.3.1.In.b: Identify the purpose (e.g. inform, entertain, persuade, explain) and intended audience for the writing. • LA.7.3.1.Su.b: Identify the purpose and the intended audience for writing. • LA.7.3.1.Pa.a: Select a person, object, activity, or event as the topic of communication.
<p>LA.7.3.1.3 :</p>	<p>The student will prewrite by using organizational strategies and tools (e.g., technology, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Prewriting</p> <p>Access Points:</p>

	<ul style="list-style-type: none"> • LA.7.3.1.In.c: Use graphic organizers, charts and outlines to organize main ideas and relevant supporting details into a logical sequence. • LA.7.3.1.Su.c: Use graphic organizers to arrange main ideas and details in a logical sequence. • LA.7.3.1.Pa.a: Select a person, object, activity, or event as the topic of communication.
<p>LA.7.3.2.1 :</p>	<p>The student will draft writing by developing main ideas from the pre-writing plan using primary and secondary sources appropriate to the purpose and audience;</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Drafting</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.3.2.In.a: Use a prewriting plan to develop main ideas and supporting details. • LA.7.3.2.Su.a: Use a prewriting plan to develop ideas related to the topic. • LA.7.3.2.Pa.a: Make an initial attempt to communicate information about familiar persons, objects, activities, and events using pictures, symbols, or words.
<p>LA.7.3.2.2 :</p>	<p>The student will draft writing by organizing information into a logical sequence and combining or deleting sentences to enhance clarity; and</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Drafting</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.3.2.In.b: Organize writing in a clear and logical sequence. • LA.7.3.2.Su.b: Organize writing in a logical sequence according to purpose. • LA.7.3.2.Pa.a: Make an initial attempt to communicate information about familiar persons, objects, activities, and events using pictures, symbols, or words.
<p>LA.7.3.2.3 :</p>	<p>The student will draft writing by analyzing language techniques of professional authors (including concrete and abstract word choices), and infusing a variety of language techniques to reinforce voice.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 01/07</p>

	<p>Belongs to: Drafting</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.3.2.In.b: Organize writing in a clear and logical sequence. • LA.7.3.2.Su.b: Organize writing in a logical sequence according to purpose. • LA.7.3.2.Pa.a: Make an initial attempt to communicate information about familiar persons, objects, activities, and events using pictures, symbols, or words.
<p>LA.7.3.3.1 :</p>	<p>The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Revising</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.3.3.In.a: Review for clarity of content, focus, organization, and word choice and use of simple and compound sentences to express ideas. • LA.7.3.3.Su.a: Review the draft for clarity of content and organization and use of complete sentences to express ideas. • LA.7.3.3.Pa.a: Adjust information communicated about persons and objects when necessary by selecting different pictures, symbols, or words.
<p>LA.7.3.3.2 :</p>	<p>The student will revise by creating clarity and logic by rearranging words, sentences, and paragraphs and developing relationships among ideas; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Revising</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.3.3.In.b: Improve connections between main ideas and details and modifying details to communicate the purpose. • LA.7.3.3.Su.b: Clarify connections between main idea and details with prompting. • LA.7.3.3.Pa.a: Adjust information communicated about persons and objects when necessary by selecting different pictures, symbols, or words.

<p>LA.7.3.3.3 :</p>	<p>The student will revise by creating precision and interest by using a variety of sentence structures (including the use of participles and participial phrases at the beginning and end of sentences), creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Revising</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.3.3.In.c: Change words and sentences to clarify the meaning or add interest using resources and reference materials to select more precise vocabulary. • LA.7.3.3.Su.c: Add descriptive words or details. • LA.7.3.3.Pa.a: Adjust information communicated about persons and objects when necessary by selecting different pictures, symbols, or words.
<p>LA.7.3.3.4 :</p>	<p>The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Revising</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.3.3.In.d: Use tools and strategies (e.g. checklists, rubrics, teacher or peer review) to improve the writing. • LA.7.3.3.Su.d: Use tools, strategies, and resources to improve the draft (e.g. teacher or peer review, dictionary). • LA.7.3.3.Pa.a: Adjust information communicated about persons and objects when necessary by selecting different pictures, symbols, or words.
<p>LA.7.3.4.1 :</p>	<p>The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary;</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Editing for Language Conventions</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.3.4.In.a: Use correct spelling of high frequency and phonetically

	<p>regular words, using a dictionary or other resource as necessary.</p> <ul style="list-style-type: none"> • LA.7.3.4.Su.b: Use correct spelling of common phonetically regular words (e.g., CVC, CVCe) and high frequency words, using a word bank, dictionary, or other resource as necessary. • LA.7.3.4.Pa.a: Adjust information communicated about persons and objects when necessary by selecting different pictures, symbols, or words.
<p>LA.7.3.4.2 :</p>	<p>The student will edit for correct use of capitalization, including regional names (e.g., East Coast), historical events and documents; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Editing for Language Conventions</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.3.4.In.b: Use capitalization, including proper nouns, the pronoun “I,” days of the week, months of the year, and initial word of sentences. • LA.7.3.4.Su.c: Use capitalization, including proper nouns, the pronoun “I,” and the initial word of sentences. • LA.7.3.4.Pa.a: Adjust information communicated about persons and objects when necessary by selecting different pictures, symbols, or words.
<p>LA.7.3.4.3 :</p>	<p>The student will edit for correct use of punctuation of sentence structures, including participles and participial phrases, colon in introductory lists and to punctuate business letter salutations, semicolon in compound sentences, dash for additional emphasis or information, and apostrophes for plural possessives; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Editing for Language Conventions</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.3.4.In.c: Use commas in dates and end punctuation for sentences. • LA.7.3.4.Su.a: Use left to right progression and sequencing. • LA.7.3.4.Pa.a: Adjust information communicated about persons and objects when necessary by selecting different pictures, symbols, or words.
<p>LA.7.3.4.4 :</p>	<p>The student will edit for correct use of the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection), regular and irregular verbs, and pronoun agreement; and Cognitive Complexity: N/A Date Adopted or Revised: 01/07</p>

	<p>Belongs to: Editing for Language Conventions</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.3.4.In.d: Use correct verb tense and complete sentences. • LA.7.3.4.Su.d: Use end punctuation (period) for sentences. • LA.7.3.4.Pa.a: Adjust information communicated about persons and objects when necessary by selecting different pictures, symbols, or words.
<p>LA.7.3.5.1 :</p>	<p>The student will prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia); Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Publishing</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.3.5.In.a: Prepare writing in a format appropriate to audience and purpose. • LA.7.3.5.Su.a: Prepare writing appropriate to the purpose. • LA.7.3.5.Pa.a: Effectively communicate information about familiar persons, objects, activities, or events, using pictures, symbols, or words.
<p>LA.7.3.5.2 :</p>	<p>The student will use elements of spacing and design for graphics (e.g., tables, drawings, charts, graphs) when applicable to enhance the appearance of the document; and Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Publishing</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.3.5.In.b: Use required spacing and margins and graphics and illustrations as needed. • LA.7.3.5.Su.b: Use required spacing and graphics or illustrations as needed. • LA.7.3.5.Pa.a: Effectively communicate information about familiar persons, objects, activities, or events, using pictures, symbols, or words.
<p>LA.7.3.5.3 :</p>	<p>The student will share the writing with the intended audience. Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Publishing</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.3.5.In.c: Share writing with the intended audience. • LA.7.3.5.Su.c: Share writing with the intended audience. • LA.7.3.5.Pa.a: Effectively communicate information about familiar persons, objects, activities, or events, using pictures, symbols, or words.
<p>LA.7.4.1.1 :</p>	<p>The student will write narrative accounts with an engaging plot (including rising action, conflict, suspense, climax, falling action, and resolution), and that use a range of appropriate strategies and specific narrative action (e.g., dialogue, movement, gestures, expressions) and include effectively developed and complex characters, a clearly described setting, figurative language, and descriptive words or phrases to enhance style and tone; and Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Creative</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.4.1.In.a: Write narratives about events or experiences that include a main idea, descriptive details, characters, sequence of events, setting, and plot. • LA.7.4.1.Su.a: Write narratives about events or experiences that include a main idea, characters, and sequence of events. • LA.7.4.1.Pa.a: Communicate information that tells about familiar persons, objects, and events.
<p>LA.7.4.1.2 :</p>	<p>The student will write a variety of expressive forms (e.g., realistic fiction, one-act play, suspense story, poetry) that according to the type of writing employed, incorporate figurative language, rhythm, dialogue, characterization, plot, and appropriate format. Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Creative</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.4.1.In.b: Produce expressive forms (e.g. poems, skits, songs) that include rhythm and rhyme, dialogue, appropriate format, and figurative language. • LA.7.4.1.Su.b: Contribute to group writing of expressive forms (e.g. poems, skits) using predictable patterns of rhythm and rhyme and dialogue. • LA.7.4.1.Pa.b: Recognize rhythm, sounds, and words in familiar poetry,

	<p>dialogue, songs, and rhymes.</p>
<p>LA.7.4.2.1 :</p>	<p>The student will write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions); Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Informative</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.4.2.In.a: Write in a variety of expository forms (e.g. journal, log, article, brief report). • LA.7.4.2.Su.a: Write in a variety of expository forms (e.g. daily journal, log, summary). • LA.7.4.2.Pa.a: Communicate information about the persons, objects, or activities using pictures, symbols, or words.
<p>LA.7.4.2.2 :</p>	<p>The student will record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information, as appropriate, and attribute sources of information; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Informative</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.4.2.In.b: Record information (e.g. observations, notes, lists, labels, charts, graphs) related to a topic. • LA.7.4.2.Su.b: Record information (e.g. lists, labels, charts) related to a topic. • LA.7.4.2.Pa.b: Communicate information about classroom activities.
<p>LA.7.4.2.3 :</p>	<p>The student will write specialized informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, an organizational structure particular to its type, and introductory, body, and concluding paragraphs; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Informative</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.4.2.In.c: Write an expository paragraph that includes a topic sentence, supporting details, and relevant information.

- [LA.7.4.2.Su.c](#): Write expository text that includes a topic sentence and relevant information about the topic.
- [LA.7.4.2.Pa.c](#): Use gestures and expressions to greet or invite others to engage in an activity or communicate appreciation.

Remarks/Examples

SS.7.C.3.5 Explain the Constitutional amendment process.

[LA.7.4.2.4](#) :

The student will write a variety of informal communications (e.g., friendly letters, thank-you notes, messages) and formal communications (e.g., conventional business letters, invitations) that follow a format and that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and

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

Belongs to: [Informative](#)

Access Points:

- [LA.7.4.2.In.d](#): Compose a friendly letter, message, invitation, and thank-you note and write a formal letter using a model.
- [LA.7.4.2.Su.d](#): Compose invitations, messages, and thank-you notes using a model.
- [LA.7.4.2.Pa.d](#): Express preferences and choices.

[LA.7.4.2.5](#) :

The student will write detailed directions to unfamiliar locations using cardinal and ordinal directions, landmarks, streets, and distances, and create an accompanying map.

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

Belongs to: [Informative](#)

Access Points:

- [LA.7.4.2.In.e](#): Write functional text (e.g. three-step instructions or directions, recipes, labels, posters, graphs).
- [LA.7.4.2.Su.e](#): Write functional text (e.g. two-step directions, basic recipes, informational posters).
- [LA.7.4.2.Pa.a](#): Communicate information about the persons, objects, or activities using pictures, symbols, or words.

<p>LA.7.4.3.1 :</p>	<p>The student will write persuasive text (e.g., advertisement, speech, essay, public service announcement) that establish and develop a controlling idea and supporting arguments for the validity of the proposed idea with detailed evidence; and Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Persuasive</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.4.3.In.a: Select a favorite topic or activity and write persuasive text (e.g. advertisement, message, paragraph) that shows why the topic or activity is important. • LA.7.4.3.Su.b: Communicate preferences or feelings about familiar persons, objects, or actions in a variety of daily activities. • LA.7.4.3.Pa.c: Communicate preferences or feelings about familiar persons, objects, or actions in a variety of daily activities.
<p>LA.7.4.3.2 :</p>	<p>The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony). Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Persuasive</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.4.3.In.a: Select a favorite topic or activity and write persuasive text (e.g. advertisement, message, paragraph) that shows why the topic or activity is important. • LA.7.4.3.Su.b: Communicate preferences or feelings about familiar persons, objects, or actions in a variety of daily activities. • LA.7.4.3.Pa.c: Communicate preferences or feelings about familiar persons, objects, or actions in a variety of daily activities.
<p>LA.7.5.1.1 :</p>	<p>The student will use fluent and legible handwriting skills. Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Penmanship</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.5.1.In.a: Use legible handwriting. • LA.7.5.1.Su.a: Write words and sentences with proper spacing and sequencing • LA.7.5.1.Pa.a: Use pictures, symbols, or words to communicate

	<p>meaning.</p>
<p>LA.7.5.2.1 :</p>	<p>The student will use effective listening strategies for informal and formal discussions, connecting to and building on the ideas of a previous speaker and respecting the viewpoints of others when identifying bias or faulty logic; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Listening and Speaking</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.5.2.In.a: Use effective listening strategies for informal discussions, including but not limited to responsive listening, staying on topic, and respecting the viewpoints of others. • LA.7.5.2.Su.a: Use effective listening strategies for informal discussions, including but not limited to paying attention, asking questions, making relevant comments, and respecting others. • LA.7.5.2.Pa.a: Listen and respond to verbal messages from familiar speakers.
<p>LA.7.5.2.2 :</p>	<p>The student will analyze persuasive techniques in both formal and informal speech; and Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Listening and Speaking</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.5.2.In.b: Identify examples of persuasive techniques (e.g. word choice, emotional appeal, appeal to authority). • LA.7.5.2.Su.b: Identify examples of persuasive techniques (e.g. emotional appeal, appeal to authority). • LA.7.5.2.Pa.b: Respond purposefully to persuasive communication from a familiar person.
<p>LA.7.5.2.3 :</p>	<p>The student will organize and effectively deliver speeches to entertain, inform and persuade, demonstrating appropriate language choices, body language, eye contact, gestures, and the use of supporting graphics and technology. Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Listening and Speaking</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.5.2.In.c: Give brief speeches to inform using appropriate language

	<p>choices, eye contact, and body language.</p> <ul style="list-style-type: none"> • LA.7.5.2.Su.c: Give informal oral presentations about topics or experiences using appropriate language choices and body language. • LA.7.5.2.Pa.c: Use language to express information or preferences in a variety of activities.
<p>LA.7.6.1.1 :</p>	<p>The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Informational Text</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.6.1.In.a: Locate information in text features (e.g. table of contents, headings, simple charts and maps, text styles, glossary). • LA.7.6.1.Su.a: Identify information in text features (e.g. illustrations, title, table of contents, headings). • LA.7.6.1.Pa.a: Use familiar pictures, symbols, or words to complete tasks in classroom or school activities.
<p>LA.7.6.1.2 :</p>	<p>The student will use information from a variety of consumer (e.g., warranties, instructional manuals), workplace (e.g., applications, contracts) and other documents to explain a situation and justify a decision; and Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Informational Text</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.6.1.In.b: Use sources of information (e.g. consumer, workplace, other real-world situations) to follow instructions and procedures, solve problems, and make decisions. • LA.7.6.1.Su.b: Use easy-to-read informational materials (e.g. consumer, workplace, other real-world situations) with graphics to follow instructions, solve problems, and perform tasks. • LA.7.6.1.Pa.a: Use familiar pictures, symbols, or words to complete tasks in classroom or school activities.
<p>LA.7.6.1.3 :</p>	<p>The student will create a technical manual or solve a problem. Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Informational Text</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.6.1.In.b: Use sources of information (e.g. consumer, workplace, other real-world situations) to follow instructions and procedures, solve problems, and make decisions. • LA.7.6.1.Su.b: Use easy-to-read informational materials (e.g. consumer, workplace, other real-world situations) with graphics to follow instructions, solve problems, and perform tasks. • LA.7.6.1.Pa.a: Use familiar pictures, symbols, or words to complete tasks in classroom or school activities.
<p>LA.7.6.2.1 :</p>	<p>The student will select a topic, develop a prioritized search plan, and apply evaluative criteria (e.g., relevance, objectivity, scope of content in print and online sources) to select appropriate resources for research; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Research Process</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.6.2.In.a: Identify a topic for inquiry and use a predetermined search plan and evaluative criteria (e.g. relevance, special features) to select references and other resources. • LA.7.6.2.Su.a: Select a topic and use a predetermined search plan to locate information in teacher-recommended digital or print references or other sources. • LA.7.6.2.Pa.a: Select a person, object, or activity to learn about and use a teacher recommended source for information.
<p>LA.7.6.2.2 :</p>	<p>The student will assess organize and check the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Research Process</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.6.2.In.b: Locate and use information and determine whether content in informational materials is accurate by matching to a reliable source. • LA.7.6.2.Su.b: Use references or other sources to identify relevant information to answer search questions. • LA.7.6.2.Pa.b: Obtain information about the selected person, object, or activity and seek assistance to clarify meaning of pictures, symbols, or

	words.
<p>LA.7.6.2.3 :</p>	<p>The student will write an informational report that includes a focused topic, appropriate facts and relevant details, a logical sequence, a concluding statement, and a list of sources used; and Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Research Process</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.6.2.In.c: Write a report that includes a title, main idea(s) and relevant details in an organized sequence, a closing statement, and a list of sources used. • LA.7.6.2.Su.c: Write a simple report supported by relevant illustrations and graphics with a title, and a list of sources used. • LA.7.6.2.Pa.c: Communicate information about the selected person or object using pictures, symbols, or words.
<p>LA.7.6.2.4 :</p>	<p>The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law. Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Research Process</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.6.2.In.d: Record simple bibliographic data and identify ethical practices for using information (e.g. not claiming ownership of others' ideas). • LA.7.6.2.Su.d: Record the titles of references or other sources used to answer search questions and identify ethical practices for using information (e.g. not copying from another student). • LA.7.6.2.Pa.d: Identify objects, books, and print materials that belong to others.
<p>LA.7.6.3.1 :</p>	<p>The student will analyze ways that production elements (e.g., graphics, color, motion, sound, digital technology) affect communication across the media; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Media Literacy</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.6.3.In.a: Identify how production elements (e.g. graphics, color, sound) are used to enhance communication in media. • LA.7.6.3.Su.a: Recognize production elements (e.g. motion, sound, color) used in media. • LA.7.6.3.Pa.a: Respond to production elements (e.g. sound, color, motion) used in media. 		
<p>LA.7.6.3.2 :</p>	<p>The student will demonstrate ability to select and ethically use media appropriate for the purpose, occasion, and audience; and Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Media Literacy</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.6.3.In.b: Select and use media to enhance communication. • LA.7.6.3.Su.b: Use media to enhance communication. • LA.7.6.3.Pa.a: Use media to obtain information. 		
<p>LA.7.6.3.3 :</p>	<p>The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media. Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Media Literacy</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.6.3.In.c: Recognize persuasive techniques (e.g. word choice, emotional appeal, appeal to authority) in text. • LA.7.6.3.Su.c: Recognize examples of basic persuasive techniques (e.g. emotional appeal, appeal to authority). • LA.7.6.3.Pa.a: Use media to obtain information. <p>Remarks/Examples</p> <table border="1" data-bbox="380 1570 1417 1669"> <tr> <td data-bbox="380 1570 711 1669">SS.7.C.2.11</td> <td data-bbox="716 1570 1417 1669">Analyze media and political communications (bias, symbolism, propaganda).</td> </tr> </table>	SS.7.C.2.11	Analyze media and political communications (bias, symbolism, propaganda).
SS.7.C.2.11	Analyze media and political communications (bias, symbolism, propaganda).		
<p>LA.7.6.4.1 :</p>	<p>The student will select and use appropriate available technologies (e.g., computer, digital camera) to enhance communication and achieve a purpose (e.g., video, presentations); and Cognitive Complexity: N/A Date Adopted or Revised: 01/07</p>		

	<p>Belongs to: Technology</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.6.4.In.a: Use appropriate available technologies to enhance communication. • LA.7.6.4.Su.a: Use appropriate available technologies to enhance communication. • LA.7.6.4.Pa.a: Use an appropriate available technology to enhance communication.
<p>LA.7.6.4.2 :</p>	<p>The student will evaluate and apply digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 01/07</p> <p>Belongs to: Technology</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.7.6.4.In.b: Use digital tools and media to present a topic or story. • LA.7.6.4.Su.b: Use digital tools and media to present a topic or story. • LA.7.6.4.Pa.b: Use a technology tool to communicate information in various settings.



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	<p>person, object, activity, or event using pictures, symbols, or words.</p>
<p>LA.6.4.1.1 :</p>	<p>The student will write narrative accounts with an engaging plot (including rising action, conflict, climax, falling action, and resolution) include a clearly described setting with figurative language and descriptive words or phrases to enhance style and tone; and Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Creative</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.6.4.1.In.a: Write narratives about events that include a main idea, descriptive details, characters, a sequence of events, and setting. • LA.6.4.1.Su.a: Write narratives about persons, objects, and events that include a main idea and characters by creating stories supported by pictures. • LA.6.4.1.Pa.a: Communicate information that tells about familiar persons, objects, and events.
<p>LA.6.4.1.2 :</p>	<p>The student will write a variety of expressive forms (e.g., short play, song lyrics, historical fiction, limericks) that employ figurative language, rhythm, dialogue, characterization, and/or appropriate format. Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Creative</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.6.4.1.In.b: Write expressive forms (e.g. poems, skits) that include rhythm and rhyme, dialogue, and appropriate format. • LA.6.4.1.Su.b: Contribute to group writing of poetry, rhymes, or skits. • LA.6.4.1.Pa.b: Recognize rhythm, sounds, and words in familiar poetry, songs, and rhymes.
<p>LA.6.4.2.1 :</p>	<p>The student will write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions); Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Informative</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.6.4.2.In.a: Write in a variety of expository forms (e.g. journal, log,

	<p>newsletter article).</p> <ul style="list-style-type: none"> • LA.6.4.2.Su.a: Write in an expository form (e.g. daily journal, log). • LA.6.4.2.Pa.a: Communicate information about persons or objects using pictures, symbols, or words.
<p>LA.6.4.2.2 :</p>	<p>The student will record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information and include a list of sources used; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Informative</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.6.4.2.In.b: Record information (e.g. observations, notes, lists, labels, charts) related to a topic. • LA.6.4.2.Su.b: Record information (e.g. lists, labels, observations, charts) related to a topic. • LA.6.4.2.Pa.b: Communicate information about classroom activities.
<p>LA.6.4.2.3 :</p>	<p>The student will write informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, and introductory, body, and concluding paragraphs; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Informative</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.6.4.2.In.c: Write an expository paragraph that includes a topic sentence and relevant information. • LA.6.4.2.Su.c: Write expository text, with illustrations or graphics, that includes information about the topic. • LA.6.4.2.Pa.a: Communicate information about persons or objects using pictures, symbols, or words.
<p>LA.6.4.2.4 :</p>	<p>The student will write a variety of informal communications (e.g., friendly letters, thank-you notes, messages) and formal communications (e.g., conventional business letters, invitations) that follow a format and that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and Cognitive Complexity: N/A Date Adopted or Revised: 01/07</p>

	<p>Belongs to: Informative</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.6.4.2.In.d: Compose a friendly letter, invitation, message, thank-you note, and a formal letter using a model. • LA.6.4.2.Su.d: Compose invitations, messages, and thank-you notes using a model. • LA.6.4.2.Pa.c: Use gestures and expressions to greet or invite others to engage in an activity or express appreciation.
<p>LA.6.4.2.5 :</p>	<p>The student will write directions to unfamiliar locations using cardinal and ordinal directions, landmarks, and distances, and create an accompanying map. Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Informative</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.6.4.2.In.e: Write functional text (e.g. two-step instructions, directions, recipes, labels, graphs). • LA.6.4.2.Su.e: Produce functional text supported by pictures (e.g., two-step directions, information signs, basic recipes). • LA.6.4.2.Pa.d: Express preferences and choices.
<p>LA.6.4.3.1 :</p>	<p>The student will write persuasive text (e.g., advertisement, speech, essay, public service announcement) that establishes and develops a controlling idea, using appropriate supporting arguments and detailed evidence;and Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Persuasive</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.6.4.3.In.a: Select a favorite topic or activity and write persuasive text (e.g., advertisement, poster, message) that shows why the topic or activity is important. • LA.6.4.3.Su.a: Describe a favorite topic and list reasons why that topic is the favorite. • LA.6.4.3.Pa.a: Communicate preferences or feelings about familiar persons, objects, or actions in a variety of daily activities.
<p>LA.6.4.3.2 :</p>	<p>The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement).</p>

	<p>Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Persuasive</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.6.4.3.In.a: Select a favorite topic or activity and write persuasive text (e.g., advertisement, poster, message) that shows why the topic or activity is important. • LA.6.4.3.Su.a: Describe a favorite topic and list reasons why that topic is the favorite. • LA.6.4.3.Pa.a: Communicate preferences or feelings about familiar persons, objects, or actions in a variety of daily activities.
<p>LA.6.5.1.1 :</p>	<p>The student will use fluent and legible handwriting skills. Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Penmanship</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.6.5.1.In.a: Use legible handwriting. • LA.6.5.1.Su.a: Write words using upper case and lower case letters, proper spacing, and sequencing. • LA.6.5.1.Pa.a: Use pictures, symbols, or words to communicate meaning.
<p>LA.6.5.2.1 :</p>	<p>The student will listen and gain information for a variety of purposes, (e.g., clarifying, elaborating, summarizing main ideas and supporting details); and Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Listening and Speaking</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.6.5.2.In.a: Listen and gain information for a variety of purposes including but not limited to identifying main idea, supporting details (e.g. who, what, where, when, how, why), and sequence of events. • LA.6.5.2.Su.a: Listen and gain information for a variety of purposes including but not limited to determining main idea, supporting details (e.g. who, what, where, and when), and sequence of events. • LA.6.5.2.Pa.a: Listen and gain information for different purposes (e.g. instruction in daily tasks).
<p>LA.6.5.2.2 :</p>	<p>The student will deliver narrative and informative presentations, including oral</p>

Course: 7821026 Access M/J United States History and Career Planning-

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse3430.aspx>

BASIC INFORMATION

Course Title:	Access M/J United States History and Career Planning
Course Number:	7821026
Course Abbreviated Title:	ACCESS M/J USHI & CP
Course Path:	Section: Exceptional Student Education Grade Group: Middle/Junior High Subject: Academics - Subject Areas
Course length:	Year (Y)
Status:	State Board Approved

RELATED ACCESS POINTS: Independent(85) Supported(85) Participatory(85) Core Content Connector(0)

SS.8.A.1.1 :	<p>Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Use research and inquiry skills to analyze American History using primary and secondary sources.</p> <p>Access Points:</p> <ul style="list-style-type: none">• SS.8.A.1.In.a: Provide supporting details for an answer from a reference, ask questions to gather information for oral history, and check the accuracy of a source.
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	<ul style="list-style-type: none"> • SS.8.A.1.Su.a: Select a supporting detail for an answer from a reference and ask questions to gather information. • SS.8.A.1.Pa.a: Ask simple questions to gather information. <p>Remarks/Examples</p> <p>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf.</p>
<p>SS.8.A.1.2 :</p>	<p>Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Use research and inquiry skills to analyze American History using primary and secondary sources.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.1.In.b: Interpret graphs, maps, photographs, and timelines. • SS.8.A.1.Su.b: Interpret simple graphs, maps, photographs, and pictorial timelines. • SS.8.A.1.Pa.b: Gather information from simple maps, photographs, and pictorial timelines.
<p>SS.8.A.1.3 :</p>	<p>Analyze current events relevant to American History topics through a variety of electronic and print media resources. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Use research and inquiry skills to analyze American History using primary and secondary sources.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.1.In.c: Identify current events relevant to American History topics using media resources and print. • SS.8.A.1.Su.c: Recognize current events relevant to American History topics using media resources and print. • SS.8.A.1.Pa.c: Recognize a current event in a media resource or book. <p>Remarks/Examples</p>

	<p>Examples may include, but are not limited to, articles, editorials, journals, periodicals, reports, websites, videos, and podcasts.</p>
<p>SS.8.A.1.4 :</p>	<p>Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Use research and inquiry skills to analyze American History using primary and secondary sources.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.1.In.d: Identify the difference between fact and opinion and use appropriate resources and support materials to gather information. • SS.8.A.1.Su.d: Recognize fact and opinion and use appropriate resources and support materials to gather information. • SS.8.A.1.Pa.d: Use appropriate resources to obtain factual information.
<p>SS.8.A.1.5 :</p>	<p>Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Use research and inquiry skills to analyze American History using primary and secondary sources.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.1.In.e: Identify the author and purpose of significant historical documents and distinguish between a primary and secondary historical source. • SS.8.A.1.Su.e: Recognize the author and purpose of significant historical documents. • SS.8.A.1.Pa.e: Use appropriate resources to obtain factual information.
<p>SS.8.A.1.6 :</p>	<p>Compare interpretations of key events and issues throughout American History. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Use research and inquiry skills to analyze American History using primary and secondary sources.</p> <p>Access Points:</p>

	<ul style="list-style-type: none"> • SS.8.A.1.In.f: Identify similarities and differences in points of view of historical interpretations of key events. • SS.8.A.1.Su.f: Recognize differences in points of view of historical interpretations of key events. • SS.8.A.1.Pa.f: Use appropriate resources to obtain factual information. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, historiography.</p>
<p>SS.8.A.1.7 :</p>	<p>View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Use research and inquiry skills to analyze American History using primary and secondary sources.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.1.In.g: Identify well-known historical events shown in art, writings, music, and artifacts. • SS.8.A.1.Su.g: Recognize well-known historical events shown in art, writings, music, or artifacts. • SS.8.A.1.Pa.g: Recognize a well-known historical event shown in art or artifacts.
<p>SS.8.A.2.1 :</p>	<p>Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Examine the causes, course, and consequences of British settlement in the American colonies.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.2.In.a: Recognize important differences among the European nations struggling for control over colonization of North America. • SS.8.A.2.Su.a: Recognize an important difference of each of the European nations struggling for control over colonization of North America. • SS.8.A.2.Pa.a: Recognize that different groups fought for ownership of the same land.

	<p>Remarks/Examples</p> <p>This benchmark implies a study of the ways that economic, political, cultural, and religious competition between these Atlantic powers shaped early colonial America.</p>
<p>SS.8.A.2.2 :</p>	<p>Compare the characteristics of the New England, Middle, and Southern colonies. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Examine the causes, course, and consequences of British settlement in the American colonies.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.2.In.b: Identify that the colonies were grouped into three divisions (New England, Middle, and Southern) and describe their occupations, religion, and social patterns. • SS.8.A.2.Su.b: Recognize characteristics of the colonies in different regions, such as location, occupations, and social patterns. • SS.8.A.2.Pa.b: Recognize social aspects of living in a colony. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, colonial governments, geographic influences, occupations, religion, education, settlement patterns, and social patterns.</p>
<p>SS.8.A.2.3 :</p>	<p>Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Examine the causes, course, and consequences of British settlement in the American colonies.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.2.In.c: Identify characteristics of economic systems in the colonies, including the ways slaves and indentured servants were used. • SS.8.A.2.Su.c: Recognize a characteristic of economic systems in the colonies, including the use of slaves. • SS.8.A.2.Pa.c: Recognize that workers are part of an economic system. <p>Remarks/Examples</p>

	<p>Examples may include, but are not limited to, subsistence farming, cash crop farming, and maritime industries.</p>
<p>SS.8.A.2.4 :</p>	<p>Identify the impact of key colonial figures on the economic, political, and social development of the colonies. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Examine the causes, course, and consequences of British settlement in the American colonies.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.2.In.d: Identify the impact of key colonial figures on the development of the colonies, such as John Smith, William Penn, and Roger Williams. • SS.8.A.2.Su.d: Recognize the impact of key colonial figures on the development of the colonies, such as John Smith and William Penn. • SS.8.A.2.Pa.d: Recognize leaders who guide other people. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, John Smith, William Penn, Roger Williams, Anne Hutchinson, John Winthrop, Jonathan Edwards, William Bradford, Nathaniel Bacon, John Peter Zenger, and Lord Calvert.</p>
<p>SS.8.A.2.5 :</p>	<p>Discuss the impact of colonial settlement on Native American populations. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Examine the causes, course, and consequences of British settlement in the American colonies.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.2.In.e: Identify the impact of colonial settlement on Native Americans. • SS.8.A.2.Su.e: Recognize the impact of colonial settlement on Native Americans. • SS.8.A.2.Pa.e: Recognize a change due to colonial settlement. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, war, disease, loss of land, westward displacement of tribes causing</p>

	<p>increased conflict between tribes, and dependence on trade for Western goods, including guns.</p>
<p>SS.8.A.2.6 :</p>	<p>Examine the causes, course, and consequences of the French and Indian War.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Examine the causes, course, and consequences of British settlement in the American colonies.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.2.In.f: Describe a cause and outcome of the French and Indian War, such as the desire to control the Ohio River Valley and that the French lost to the English. • SS.8.A.2.Su.f: Identify an outcome of the French and Indian War, such as that the French lost to the English. • SS.8.A.2.Pa.f: Recognize a change due to colonial settlement. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, ongoing conflict between France and England, territorial disputes, trade competition, Ft. Duquesne, Ft. Quebec, Treaty of Paris, heavy British debt.</p>
<p>SS.8.A.2.7 :</p>	<p>Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Examine the causes, course, and consequences of British settlement in the American colonies.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.2.In.g: Identify contributions of Africans, Native Americans, women, and children to colonial America. • SS.8.A.2.Su.g: Recognize contributions of Africans, Native Americans, women, and children to colonial America. • SS.8.A.2.Pa.g: Recognize a contribution of a key group to colonial society.
<p>SS.8.A.3.1 :</p>	<p>Explain the consequences of the French and Indian War in British policies for the American colonies from 1763 - 1774.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Demonstrate an understanding of the causes, course, and consequences</p>

	<p>of the American Revolution and the founding principles of our nation.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.3.In.a: Identify the consequences of the French and Indian War on the British rule of the colonies, such as the Proclamation of 1763, the Stamp Act, and the Tea Act. • SS.8.A.3.Su.a: Recognize a consequence of the French and Indian War on British rule of the colonies, such as restricting freedom and creating more taxes. • SS.8.A.3.Pa.a: Recognize that the colonists were unhappy with British rule. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, Proclamation of 1763, Sugar Act, Quartering Act, Stamp Act, Declaratory Act, Townshend Acts, Tea Act, Quebec Act, and Coercive Acts.</p>
<p>SS.8.A.3.10 :</p>	<p>Examine the course and consequences of the Constitutional Convention (New Jersey Plan, Virginia Plan, Great Compromise, Three-Fifths Compromise, compromises regarding taxation and slave trade, Electoral College, state vs. federal power, empowering a president). Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.3.In.j: Identify major consequences of the Constitutional Convention, such as developing different plans for the number of votes allotted for each state in Congress, the Great Compromise (the makeup of Congress), and the power of the president. • SS.8.A.3.Su.j: Recognize major consequences of the Constitutional Convention, such as the makeup of Congress, how votes would be given to states, and the power of the president. • SS.8.A.3.Pa.j: Recognize a way individuals or groups reach agreement.
<p>SS.8.A.3.11 :</p>	<p>Analyze support and opposition (Federalists, Federalist Papers, AntiFederalists, Bill of Rights) to ratification of the U.S. Constitution. Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p>

	<p>Belongs to: Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.3.In.k: Recognize reasons why people supported or opposed the Constitution, such as the inclusion of the Bill of Rights. • SS.8.A.3.Su.k: Recognize that some people supported and others opposed the Constitution. • SS.8.A.3.Pa.k: Recognize a way individuals or groups reach agreement.
<p>SS.8.A.3.12 :</p>	<p>Examine the influences of George Washington's presidency in the formation of the new nation.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.3.In.l: Identify influences of George Washington’s presidency, such as forming the Cabinet, keeping the country out of war, paying off the debt, and establishing a national bank and money system. • SS.8.A.3.Su.l: Recognize an influence of George Washington’s presidency, such as forming the Cabinet and establishing a national bank and money system. • SS.8.A.3.Pa.l: Recognize that George Washington was the first president. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, personal motivations, military experience, political influence, establishing Washington, D.C. as the nation's capital, rise of the party system, setting of precedents (e.g., the Cabinet), Farewell Address.</p>
<p>SS.8.A.3.13 :</p>	<p>Explain major domestic and international economic, military, political, and socio-cultural events of John Adams's presidency.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Demonstrate an understanding of the causes, course, and consequences</p>

	<p>of the American Revolution and the founding principles of our nation.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.3.In.m: Identify major developments of the presidency of John Adams, such as extending the waiting period for citizenship (Alien Act) and prohibiting criticism of the government (Sedition Act). • SS.8.A.3.Su.m: Recognize a major development of the presidency of John Adams, such as prohibiting criticism of the government (Sedition Act). • SS.8.A.3.Pa.m: Recognize that new leaders bring changes to the country. <p>Remarks/Examples</p> <p>Examples may include, but aren't limited to, XYZ Affairs, Alien and Sedition Acts, Land Act of 1800, the quasi-war, the Midnight Judges.</p>
<p>SS.8.A.3.14 :</p>	<p>Explain major domestic and international economic, military, political, and socio-cultural events of Thomas Jefferson's presidency.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.3.In.n: Identify major developments of the presidency of Thomas Jefferson, such as the Louisiana Purchase, the Lewis and Clark Expedition, and the embargo on goods traded with Great Britain and France. • SS.8.A.3.Su.n: Recognize a major development of the presidency of Thomas Jefferson, such as the Louisiana Purchase and the Lewis and Clark Expedition. • SS.8.A.3.Pa.n: Recognize that new leaders bring changes to the country. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, Election of 1800, birth of political parties, Marbury v. Madison, judicial review, Jefferson's First Inaugural Address, Judiciary Act of 1801, Louisiana Purchase, Barbary War, Lewis and Clark</p>

	<p>Expedition, Hamilton and Burr conflict/duel, Embargo of 1807.</p>
<p>SS.8.A.3.15 :</p>	<p>Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class). Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.3.In.o: Identify the quality of life of under-represented groups during the American Revolution and after, such as children, indentured servants, Native Americans, slaves, women, and the working class. • SS.8.A.3.Su.o: Recognize the quality of life of an under-represented group, such as children, indentured servants, Native Americans, slaves, women, or the working class. • SS.8.A.3.Pa.o: Recognize an aspect of the quality of life.
<p>SS.8.A.3.16 :</p>	<p>Examine key events in Florida history as each impacts this era of American history. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.3.In.p: Identify the consequences of key events in Florida history as they relate to the American Revolution, such as Florida being a refuge for Loyalists, Indian resistance, and Spanish control of Florida. • SS.8.A.3.Su.p: Recognize a consequence of key events in Florida as they relate to the American Revolution, such as Florida being a refuge for Loyalists, Indian resistance, or Spanish control of Florida. • SS.8.A.3.Pa.p: Recognize a consequence of a key event in Florida during this era of American history. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, Treaty of Paris, British rule, Second Spanish Period.</p>

SS.8.A.3.2 :

Explain American colonial reaction to British policy from 1763 - 1774.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.](#)

Access Points:

- **SS.8.A.3.In.b:** Identify American colonial reaction to British policy, such as protests to the acts, the Boston Massacre, the Boston Tea Party, and the First Continental Congress.
- **SS.8.A.3.Su.b:** Recognize American colonial reaction to British policy, such as protests to the acts, the Boston Massacre, the Boston Tea Party, and the First Continental Congress.
- **SS.8.A.3.Pa.b:** Recognize that the colonists were unhappy with British rule.

Remarks/Examples

Examples may include, but are not limited to, written protests, boycotts, unrest leading to the Boston Massacre, Boston Tea Party, First Continental Congress, Stamp Act Congress, Committees of Correspondence.

SS.8.A.3.3 :

Recognize the contributions of the Founding Fathers (John Adams, Sam Adams, Benjamin Franklin, John Hancock, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, George Washington) during American Revolutionary efforts.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.](#)

Access Points:

- **SS.8.A.3.In.c:** Recognize major contributions of the Founding Fathers, such as John Adams, Benjamin Franklin, Thomas Jefferson, and George Washington.
- **SS.8.A.3.Su.c:** Recognize a contribution of one of the Founding Fathers, such as Benjamin Franklin, Thomas Jefferson, or George Washington.
- **SS.8.A.3.Pa.c:** Recognize a Founding Father, such as George Washington.

Remarks/Examples

	<p>Examples may also include, but are not limited to, Thomas Paine, John Jay, Peter Salem.</p>
<p>SS.8.A.3.4 :</p>	<p>Examine the contributions of influential groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.3.In.d: Identify contributions of key groups to the outcomes of the American Revolutionary War, including Native Americans, slaves, and women. • SS.8.A.3.Su.d: Recognize contributions of a key group to the American Revolutionary War, including Native Americans, slaves, or women. • SS.8.A.3.Pa.d: Recognize ways groups help during times of war. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, foreign alliances, freedmen, Native Americans, slaves, women, soldiers, Hessians.</p>
<p>SS.8.A.3.5 :</p>	<p>Describe the influence of individuals on social and political developments during the Revolutionary era. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.3.In.e: Identify the influence of individuals on social and political developments, such as James Otis—“taxation without representation,” Abigail Adams—women’s rights, Mercy Otis Warren—abolition of slavery, or Benjamin Banneker—architecture. • SS.8.A.3.Su.e: Recognize an influence of an individual on social and political developments, such as James Otis—“taxation without representation,” Abigail Adams—women’s rights, Mercy Otis Warren—abolition of slavery, or Benjamin

	<p>Banneker—architecture.</p> <ul style="list-style-type: none"> • SS.8.A.3.Pa.e: Recognize that an individual can influence social developments. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, James Otis, Mercy Otis Warren, Abigail Adams, Benjamin Banneker, Lemuel Haynes, Phyllis Wheatley.</p>
<p>SS.8.A.3.6 :</p>	<p>Examine the causes, course, and consequences of the American Revolution.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.3.In.f: Identify major causes, events, and consequences of the American Revolution, such as “Common Sense,” unfair taxes, the Declaration of Independence, winter at Valley Forge, and the Treaty of Paris. • SS.8.A.3.Su.f: Recognize major causes and consequences of the American Revolution, such as “Common Sense,” unfair taxes, the Declaration of Independence, winter at Valley Forge, and the Treaty of Paris. • SS.8.A.3.Pa.f: Recognize that the colonists were unhappy with British rule. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, Battles of Lexington and Concord, Common Sense, Second Continental Congress, Battle of Bunker Hill, Battle of Cowpens, Battle of Trenton, Olive Branch Petition, Declaration of Independence, winter at Valley Forge, Battles of Saratoga and Yorktown, Treaty of Paris.</p>
<p>SS.8.A.3.7 :</p>	<p>Examine the structure, content, and consequences of the Declaration of Independence.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.3.In.g: Identify important content of the Declaration of Independence. • SS.8.A.3.Su.g: Recognize the key ideas included in the Declaration of Independence. • SS.8.A.3.Pa.g: Recognize freedom as a goal of the Declaration of Independence.
<p>SS.8.A.3.8 :</p>	<p>Examine individuals and groups that affected political and social motivations during the American Revolution. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.3.In.h: Identify the impact of individuals and groups on the American Revolution, such as Ethan Allen, the Sons of Liberty, Patrick Henry, Patriots, and individual militias. • SS.8.A.3.Su.h: Recognize the impact of individuals and groups on the American Revolution, such as some led resistance toward the British while others provided support for the British. • SS.8.A.3.Pa.h: Recognize ways groups help during times of war. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, Ethan Allen and the Green Mountain Boys, the Committees of Correspondence, Sons of Liberty, Daughters of Liberty, the Black Regiment (in churches), Patrick Henry, Patriots, Loyalists, individual colonial militias, and undecideds.</p>
<p>SS.8.A.3.9 :</p>	<p>Evaluate the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.</p> <p>Access Points:</p>

	<ul style="list-style-type: none"> • SS.8.A.3.In.i: Identify major characteristics of the Articles of Confederation, such as a weak central government and power for the states. • SS.8.A.3.Su.i: Recognize that the Articles of Confederation set up a weak central government. • SS.8.A.3.Pa.i: Recognize that people can work together to set up a government.
<p>SS.8.A.4.1 :</p>	<p>Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-Onis Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American War/Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase).</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.4.In.a: Identify major events and consequences of America’s westward expansion, such as the War of 1812, the acquisition of Florida, the Trail of Tears, and the California Gold Rush. • SS.8.A.4.Su.a: Recognize major events and consequences of America’s westward expansion, such as the acquisition of Florida, the Trail of Tears, and the California Gold Rush. • SS.8.A.4.Pa.a: Recognize a consequence of America’s westward expansion.
<p>SS.8.A.4.10 :</p>	<p>Analyze the impact of technological advancements on the agricultural economy and slave labor.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.4.In.j: Recognize technological improvements in industry, such as Eli Whitney and the cotton gin, Robert Fulton and the steam engine, and Francis Cabot Lowell and the mechanized cotton mill.

	<ul style="list-style-type: none"> • SS.8.A.4.Su.j: Recognize a technological improvement in industry, such as Eli Whitney and the cotton gin. • SS.8.A.4.Pa.j: Recognize the benefit of an invention. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, cotton gin, steel plow, rapid growth of slave trade.</p>
<p>SS.8.A.4.11 :</p>	<p>Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.4.In.k: Identify characteristics of slave life on plantations, including resistance efforts. • SS.8.A.4.Su.k: Recognize characteristics of slave life on plantations. • SS.8.A.4.Pa.k: Recognize a characteristic of slave life on a plantation.
<p>SS.8.A.4.12 :</p>	<p>Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.4.In.l: Identify an effect of the Haitian Revolution, such as forcing the French to give up the Louisiana Territory to the United States. • SS.8.A.4.Su.l: Recognize an effect of the Haitian Revolution, such as forcing the French to give up the Louisiana Territory to the United States. • SS.8.A.4.Pa.l: Recognize an unintended effect of a revolution.
<p>SS.8.A.4.13 :</p>	<p>Explain the consequences of landmark Supreme Court decisions (McCulloch v. Maryland [1819], Gibbons v. Odgen [1824], Cherokee Nation v. Georgia [1831], and Worcester v. Georgia [1832]) significant</p>

	<p>to this era of American history. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.4.In.m: Identify a consequence of landmark Supreme Court cases during the westward expansion, such as that Native American tribes came under federal jurisdiction and were subsequently forced from their land. • SS.8.A.4.Su.m: Recognize a consequence of landmark Supreme Court cases during the westward expansion, such as the forced removal of Native Americans from their lands. • SS.8.A.4.Pa.m: Recognize a social justice issue.
<p>SS.8.A.4.14 :</p>	<p>Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments). Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.4.In.n: Identify the major causes, events, and consequences of the women's suffrage movement. • SS.8.A.4.Su.n: Recognize the major cause and consequences of the women's suffrage movement. • SS.8.A.4.Pa.n: Recognize that women can vote.
<p>SS.8.A.4.15 :</p>	<p>Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.4.In.o: Identify literature that supported social reform in the era of westward expansion. • SS.8.A.4.Su.o: Recognize stories and poems written to support social reform in the era of westward expansion.

	<ul style="list-style-type: none"> • SS.8.A.4.Pa.o: Recognize that stories tell about the era of westward expansion.
<p>SS.8.A.4.16 :</p>	<p>Identify key ideas and influences of Jacksonian democracy. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.4.In.p: Recognize influences of Jacksonian democracy, such as an expansion of voting rights, the spoils system, a strong federal government, and the Indian Removal Act. • SS.8.A.4.Su.p: Recognize a key idea of Jacksonian democracy, such as an expansion of voting rights, the spoils system, a strong federal government, or the Indian Removal Act. • SS.8.A.4.Pa.p: Recognize that new leaders bring change to the government. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, political participation, political parties, constitutional government, spoils system, National Bank veto, Maysville Road veto, tariff battles, Indian Removal Act, nullification crisis.</p>
<p>SS.8.A.4.17 :</p>	<p>Examine key events and peoples in Florida history as each impacts this era of American history. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.4.In.g: Identify impacts that Florida had on the era of the westward expansion, such as relations with Seminoles and runaway slaves, and the establishment of Florida as a territory and admittance as a state. • SS.8.A.4.Su.g: Recognize an impact that Florida had on the era of the westward expansion, such as relations with Seminoles and runaway slaves, or the establishment of Florida as a territory and admittance as a state. • SS.8.A.4.Pa.g: Recognize that Florida became a state.

	<p>Remarks/Examples</p> <p>Examples may include, but are not limited to, Andrew Jackson's military expeditions to end Indian uprisings, developing relationships between the Seminole and runaway slaves, Adams-Onis Treaty, Florida becoming a United States territory, combining former East and West Floridas, establishing first state capital, Florida's constitution, Florida's admittance to the Union as 27th state.</p>
<p>SS.8.A.4.18 :</p>	<p>Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.4.In.r: Identify impacts that Florida had on the era of the westward expansion, such as relations with Seminoles and runaway slaves, and the establishment of Florida as a territory and admittance as a state. • SS.8.A.4.Su.r: Recognize an impact that Florida had on the era of the westward expansion, such as relations with Seminoles and runaway slaves, or the establishment of Florida as a territory and admittance as a state. • SS.8.A.4.Pa.r: Recognize a contribution of a key group to Florida's culture. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, Osceola, white settlers, U.S. troops, Black Seminoles, southern plantation and slave owners, Seminole Wars, Treaty of Moultrie Creek, Seminole relocation, Chief Billy Bowlegs, Florida Crackers.</p>
<p>SS.8.A.4.2 :</p>	<p>Describe the debate surrounding the spread of slavery into western territories and Florida.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.4.In.b: Identify reasons why people supported or opposed slavery in the western territories and Florida. • SS.8.A.4.Su.b: Recognize why people supported or opposed slavery in the western territories and Florida. • SS.8.A.4.Pa.b: Recognize that groups did not agree about slavery. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, abolitionist movement, Ft. Mose, Missouri Compromise, Bleeding Kansas, Kansas-Nebraska Act, Compromise of 1850.</p>
<p>SS.8.A.4.3 :</p>	<p>Examine the experiences and perspectives of significant individuals and groups during this era of American History. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.4.In.c: Identify the roles of individuals and groups during westward expansion, such as Lewis and Clark, Sacajawea, Native Americans, slaves, and Chinese immigrants. • SS.8.A.4.Su.c: Recognize the role of an individual or group during westward expansion, such as Lewis and Clark, Sacajawea, Native Americans, slaves, or Chinese immigrants. • SS.8.A.4.Pa.c: Recognize a consequence of America’s westward expansion. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, Lewis and Clark, Sacajawea, York, Pike, Native Americans, Buffalo Soldiers, Mexicanos, Chinese immigrants, Irish immigrants, children, slaves, women, Alexis de Tocqueville, political parties.</p>
<p>SS.8.A.4.4 :</p>	<p>Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the domestic and international causes.</p>

	<p>course, and consequences of westward expansion.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.4.In.d: Identify the roles of individuals and groups during westward expansion, such as Lewis and Clark, Sacajawea, Native Americans, slaves, and Chinese immigrants. • SS.8.A.4.Su.d: Recognize the role of an individual or group during westward expansion, such as Lewis and Clark, Sacajawea, Native Americans, slaves, or Chinese immigrants. • SS.8.A.4.Pa.d: Recognize a consequence of America’s westward expansion.
<p>SS.8.A.4.5 :</p>	<p>Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.4.In.e: Identify how transportation changed America’s economy in the 1800s. • SS.8.A.4.Su.e: Recognize how transportation changed America’s economy in the 1800s. • SS.8.A.4.Pa.e: Recognize an effect of transportation. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, roads, canals, bridges, steamboats, railroads.</p>
<p>SS.8.A.4.6 :</p>	<p>Identify technological improvements (inventions/inventors) that contributed to industrial growth. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.4.In.f: Recognize technological improvements in industry, such as Eli Whitney and the cotton gin, Robert Fulton and the steam engine, and Francis Cabot Lowell and the mechanized cotton mill.

	<ul style="list-style-type: none"> • SS.8.A.4.Su.f: Recognize a technological improvement in industry, such as Eli Whitney and the cotton gin. • SS.8.A.4.Pa.f: Recognize the benefit of an invention. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, Fitch/steamboat, Slater/textile mill machinery, Whitney/cotton gin, interchangeable parts, McCoy/industrial lubrication, Fulton/commercial steamboat, Lowell/ mechanized cotton mill, Isaac Singer/sewing machine.</p>
<p>SS.8.A.4.7 :</p>	<p>Explain the causes, course, and consequences (industrial growth, subsequent effect on children and women) of New England's textile industry.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.4.In.g: Identify working conditions in textile mills in New England as they affected women and children. • SS.8.A.4.Su.g: Recognize working conditions in textile mills in New England in the 1800s. • SS.8.A.4.Pa.g: Recognize a characteristic of poor working conditions.
<p>SS.8.A.4.8 :</p>	<p>Describe the influence of individuals on social and political developments of this era in American History.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.4.In.h: Identify the influence of individuals on social and political developments, such as Thomas Jefferson—westward expansion, Frederick Douglass—the abolitionist movement, Dorothea Dix—social reforms, and Susan B. Anthony—women's rights. • SS.8.A.4.Su.h: Recognize the influence of individuals on social and political developments, such as Thomas Jefferson—westward expansion, Frederick Douglass—the abolitionist

	<p>movement, Dorothea Dix—social reforms, and Susan B. Anthony—women's rights.</p> <ul style="list-style-type: none"> • SS.8.A.4.Pa.h: Recognize a social justice issue. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, Daniel Boone, Tecumseh, Black Hawk, John Marshall, James Madison, Dolly Madison, Andrew Jackson, John C. Calhoun, Henry Clay, Daniel Webster, James Polk, Susan B. Anthony, Elizabeth Cady Stanton, William Lloyd Garrison, Frederick Douglass, Horace Mann, Dorothea Dix, Lucretia Mott, Sojourner Truth, Harriet Tubman.</p>
<p>SS.8.A.4.9 :</p>	<p>Analyze the causes, course and consequences of the Second Great Awakening on social reform movements.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.4.In.i: Identify the influence of individuals on social and political developments, such as Thomas Jefferson—westward expansion, Frederick Douglass—the abolitionist movement, Dorothea Dix—social reforms, and Susan B. Anthony—women's rights. • SS.8.A.4.Su.i: Recognize the influence of individuals on social and political developments, such as Thomas Jefferson—westward expansion, Frederick Douglass—the abolitionist movement, Dorothea Dix—social reforms, and Susan B. Anthony—women's rights. • SS.8.A.4.Pa.i: Recognize a social justice issue. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, abolition, women's rights, temperance, education, prison and mental health reform, Charles Grandison Finney, the Beecher family.</p>
<p>SS.8.A.5.1 :</p>	<p>Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Examine the causes, course, and consequence of the Civil War and</p>

	<p>Reconstruction including its effects on American peoples.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.5.In.a: Identify the major causes, events, and consequence of the Civil War, such as states’ rights, sectional differences, war between the northern and southern states, and slaves being freed. • SS.8.A.5.Su.a: Recognize a major cause and consequence of the Civil War, such as states’ rights, sectional differences, and slaves being freed. • SS.8.A.5.Pa.a: Recognize that groups of people disagreed about slavery.
<p>SS.8.A.5.2 :</p>	<p>Analyze the role of slavery in the development of sectional conflict. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Examine the causes, course, and consequence of the Civil War and Reconstruction including its effects on American peoples.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.5.In.b: Identify factors related to slavery that led to the Civil War, such as the Abolition Movement, Nat Turner’s Rebellion, the Underground Railroad, and Southern secession. • SS.8.A.5.Su.b: Recognize a factor related to slavery that led to the Civil War, such as the support for freeing slaves or the secession of the Southern states from the Union. • SS.8.A.5.Pa.b: Recognize that groups of people disagreed about slavery. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, Abolition Movement, Nat Turner's Rebellion, Black Codes, Missouri Compromise, Compromise of 1850, Uncle Tom's Cabin, Kansas-Nebraska Act, Dred Scott v. Sandford, Lincoln-Douglas Debates, raid on Harper's Ferry, Underground Railroad, Presidential Election of 1860, Southern secession.</p>
<p>SS.8.A.5.3 :</p>	<p>Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Examine the causes, course, and consequence of the Civil War and</p>

	<p>Reconstruction including its effects on American peoples.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.5.In.c: Identify major developments during Abraham Lincoln’s presidency, such as the defeat of Confederate States in the Civil War, the Emancipation Proclamation, and the Gettysburg Address. • SS.8.A.5.Su.c: Recognize a major development during the presidency of Abraham Lincoln, such as the defeat of the Confederate States in the Civil War or the Emancipation Proclamation. • SS.8.A.5.Pa.c: Recognize that President Abraham Lincoln ended slavery. <p>Remarks/Examples</p> <p>Examples may include, but aren ot limited to, sectionalism, states' rights, slavery, Civil War, attempts at foreign alliances, Emancipation Proclamation, Gettysburg Address, suspension of habeas corpus, First and Second Inaugural Addresses.</p>
<p>SS.8.A.5.4 :</p>	<p>Identify the division (Confederate and Union States, Border states, western territories) of the United States at the outbreak of the Civil War.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Examine the causes, course, and consequence of the Civil War and Reconstruction including its effects on American peoples.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.5.In.d: Identify the Union and Confederate States at the outbreak of the Civil War. • SS.8.A.5.Su.d: Recognize the Union and Confederate States at the outbreak of the Civil War. • SS.8.A.5.Pa.d: Recognize that states disagreed about slavery.
<p>SS.8.A.5.5 :</p>	<p>Compare Union and Confederate strengths and weaknesses.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Examine the causes, course, and consequence of the Civil War and Reconstruction including its effects on American peoples.</p> <p>Access Points:</p>

	<ul style="list-style-type: none"> • SS.8.A.5.In.e: Identify a strength and weakness of the Union and Confederacy, such as technology, resources, and military leaders. • SS.8.A.5.Su.e: Recognize a strength and weakness of the Union and Confederacy, such as technology, resources, and military leaders. • SS.8.A.5.Pa.e: Recognize a strength of groups in a war. <p>Remarks/Examples</p> <p>Examples may include, but aren't limited to, technology, resources, alliances, geography, military leaders-Lincoln, Davis, Grant, Lee, Jackson, Sherman.</p>
<p>SS.8.A.5.6 :</p>	<p>Compare significant Civil War battles and events and their effects on civilian populations.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Examine the causes, course, and consequence of the Civil War and Reconstruction including its effects on American peoples.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.5.In.f: Identify outcomes of significant Civil War battles, such as Fort Sumter, the Monitor v. Merrimack, Gettysburg, and the surrender of General Lee at Appomattox. • SS.8.A.5.Su.f: Recognize the outcome of a significant Civil War battle, such as Fort Sumter, Gettysburg, or the surrender of General Lee at Appomattox. • SS.8.A.5.Pa.f: Recognize a strength of groups in a war. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, Fort Sumter, Bull Run, Monitor v. Merrimack, Antietam, Vicksburg, Gettysburg, Emancipation Proclamation, Sherman's March, Lee's surrender at Appomattox.</p>
<p>SS.8.A.5.7 :</p>	<p>Examine key events and peoples in Florida history as each impacts this era of American history.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Examine the causes, course, and consequence of the Civil War and Reconstruction including its effects on American peoples.</p> <p>Access Points:</p>

	<ul style="list-style-type: none"> • SS.8.A.5.In.g: Identify key events in Florida that impacted the nation during the time of the Civil War, such as membership in the Confederate states, Union occupation of coastal towns, battles in Florida, and the quality of life in the pioneer environment. • SS.8.A.5.Su.g: Recognize key events in Florida that impacted the nation during the time of the Civil War, such as membership in the Confederate states, Union occupation of coastal towns, battles in Florida, and the quality of life in the pioneer environment. • SS.8.A.5.Pa.g: Recognize an aspect of the quality of life during the time of the Civil War. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, slavery, influential planters, Florida's secession and Confederate membership, women, children, pioneer environment, Union occupation, Battle of Olustee and role of 54th Massachusetts regiment, Battle at Natural Bridge.</p>
<p>SS.8.A.5.8 :</p>	<p>Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Examine the causes, course, and consequence of the Civil War and Reconstruction including its effects on American peoples.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.5.In.h: Identify changes that occurred during the period of Reconstruction, such as the reuniting of the governments and the treatment of freed slaves. • SS.8.A.5.Su.h: Recognize changes that occurred during the period of Reconstruction, such as reuniting of the governments and the treatment of freed slaves. • SS.8.A.5.Pa.h: Recognize an aspect of the quality of life during Reconstruction.

<p><u>SS.8.C.1.1 :</u></p>	<p>Identify the constitutional provisions for establishing citizenship. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: The student will evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.8.C.1.In.a:</u> Identify ways the Constitution provides for citizenship, such as being born and being naturalized in the United States. • <u>SS.8.C.1.Su.a:</u> Recognize a way the Constitution provides for citizenship, such as being born or naturalized in the United States. • <u>SS.8.C.1.Pa.a:</u> Recognize that people who are born in the United States are citizens.
<p><u>SS.8.C.1.2 :</u></p>	<p>Compare views of self-government and the rights and responsibilities of citizens held by Patriots, Loyalists, and other colonists. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: The student will evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.8.C.1.In.b:</u> Identify different views held by colonists on self-government and rights and responsibilities of citizens. • <u>SS.8.C.1.Su.b:</u> Recognize different views that colonists held about the rights and responsibilities of citizens. • <u>SS.8.C.1.Pa.b:</u> Recognize a responsibility of citizens, such as keeping informed.
<p><u>SS.8.C.1.3 :</u></p>	<p>Recognize the role of civic virtue in the lives of citizens and leaders from the colonial period through Reconstruction. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: The student will evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.8.C.1.In.c:</u> Identify activities that reflect civic virtue in the lives of citizens from the Colonial period through

	<p>Reconstruction, such as voting, volunteering, and giving to the poor.</p> <ul style="list-style-type: none"> • SS.8.C.1.Su.c: Recognize activities that reflect civic virtues in the lives of citizens from the Colonial period through Reconstruction, such as voting and serving in local government. • SS.8.C.1.Pa.c: Recognize an activity of citizens that reflects civic virtue, such as voting.
<p>SS.8.C.1.4 :</p>	<p>Identify the evolving forms of civic and political participation from the colonial period through Reconstruction.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: The student will evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.C.1.In.d: Identify forms of civic and political participation from the Colonial period through Reconstruction, such as complying with laws and rules, voting, and serving in the government. • SS.8.C.1.Su.d: Recognize forms of civic and political participation from the Colonial period through Reconstruction, such as complying with laws and rules and voting. • SS.8.C.1.Pa.d: Recognize an activity of citizens that reflects civic virtue, such as voting.
<p>SS.8.C.1.5 :</p>	<p>Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: The student will evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.C.1.In.e: Identify ways citizens benefit from rights provided by the Constitution and Bill of Rights. • SS.8.C.1.Su.e: Recognize a way citizens benefit from the rights provided by the Constitution and Bill of Rights. • SS.8.C.1.Pa.e: Recognize that the law guarantees individual rights.

<p><u>SS.8.C.1.6 :</u></p>	<p>Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: <u>The student will evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.8.C.1.In.f:</u> Identify ways amendments to the Constitution have expanded voting rights, such as at first allowing only landowners to vote, then white males, former slaves, and females. • <u>SS.8.C.1.Su.f:</u> Recognize how amendments to the Constitution expanded voting rights to white males, former slaves, and females. • <u>SS.8.C.1.Pa.f:</u> Recognize that men and women can vote in the United States.
<p><u>SS.8.C.2.1 :</u></p>	<p>Evaluate and compare the essential ideals and principles of American constitutional government expressed in primary sources from the colonial period to Reconstruction. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: <u>The student will demonstrate an understanding of the principles, functions, and organization of government.</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.8.C.2.In.a:</u> Identify principles of the American government, such as representative democracy (republicanism), separation of powers, and freedom expressed in important documents in American history. • <u>SS.8.C.2.Su.a:</u> Recognize a principle of the American government, such as representative democracy (republicanism) or separation of powers expressed in important documents in American history. • <u>SS.8.C.2.Pa.a:</u> Recognize that the government in the United States is based on freedom.
<p><u>SS.8.E.1.1 :</u></p>	<p>Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.</p>

	<p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the development of a market economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.E.1.In.a: Identify how economic factors affected the development of America over time, such as supply and demand, scarcity, profits, and incentives. • SS.8.E.1.Su.a: Recognize that economic factors affected the development of America over time, such as supply and demand, scarcity, and incentives. • SS.8.E.1.Pa.a: Recognize that people work for incentives. <p>Remarks/Examples</p> <p>Examples are Triangular Trade, colonial development - New England, Middle, and Southern colonies - Revolutionary War, Manifest Destiny, compromises over slavery issues, the Civil War, Reconstruction.</p>
<p>SS.8.E.2.1 :</p>	<p>Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.E.2.In.a: Identify contributions of entrepreneurs, inventors, or other key individuals from diverse backgrounds in the development of the United States economy. • SS.8.E.2.Su.a: Recognize contributions of entrepreneurs, inventors, or other key individuals from diverse backgrounds in the development of the United States economy. • SS.8.E.2.Pa.a: Recognize a contribution of a person to the economy.
<p>SS.8.E.2.2 :</p>	<p>Explain the economic impact of government policies.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.E.2.In.b: Identify an economic impact of government actions in United States history, such as the Constitutional power to collect taxes and compromises over slavery. • SS.8.E.2.Su.b: Recognize the economic impact of a government action in United States history, such as the power to collect taxes and compromises over slavery. • SS.8.E.2.Pa.b: Recognize that the government collects taxes. <p>Remarks/Examples</p> <p>Examples are mercantilism, colonial establishment, Articles of Confederation, Constitution, compromises over slavery.</p>
<p>SS.8.E.2.3 :</p>	<p>Assess the role of Africans and other minority groups in the economic development of the United States. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.E.2.In.c: Identify the influence and contributions of Africans and other minorities in the economic development of the United States. • SS.8.E.2.Su.c: Recognize contributions of Africans or other minorities in the economic development of the United States. • SS.8.E.2.Pa.c: Recognize a contribution of a person to the economy.
<p>SS.8.E.3.1 :</p>	<p>Evaluate domestic and international interdependence. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.E.3.In.a: Identify examples of domestic and international interdependence, such as regional exchange of resources. • SS.8.E.3.Su.a: Recognize ways that countries are interdependent, such as exchange of resources. • SS.8.E.3.Pa.a: Recognize that groups depend on each other.

	<p>Remarks/Examples</p> <p>Examples are triangular trade routes and regional exchange of resources.</p>
<p>SS.8.G.1.1 :</p>	<p>Use maps to explain physical and cultural attributes of major regions throughout American history. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand how to use maps and other geographic representations, tools, and technology to report information.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.G.1.In.a: Use maps to identify physical and cultural attributes of major regions of the United States throughout American history. • SS.8.G.1.Su.a: Use maps to recognize physical or cultural attributes of major regions of the United States. • SS.8.G.1.Pa.a: Use a map to recognize a physical or cultural attribute of the United States.
<p>SS.8.G.1.2 :</p>	<p>Use appropriate geographic tools and terms to identify and describe significant places and regions in American history. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand how to use maps and other geographic representations, tools, and technology to report information.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.G.1.In.b: Use appropriate geographic terms and tools to identify places and regions in American history. • SS.8.G.1.Su.b: Use appropriate geographic tools to recognize places and regions of the United States. • SS.8.G.1.Pa.b: Use a map to recognize a physical or cultural attribute of the United States.
<p>SS.8.G.2.1 :</p>	<p>Identify the physical elements and the human elements that define and differentiate regions as relevant to American history. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand physical and cultural characteristics of places.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.G.2.In.a: Identify physical elements, such as climate and

	<p>terrain, and human elements—religion and economy—that explain settlement patterns in regions of the United States over time.</p> <ul style="list-style-type: none"> • SS.8.G.2.Su.a: Recognize physical elements, such as climate and terrain, and human elements—religion and economy—that affected where people settled in the United States. • SS.8.G.2.Pa.a: Recognize the effect of a physical element of a place, such as climate or terrain, on people. <p>Remarks/Examples</p> <p>Examples of physical elements are climate, terrain, resources. Examples of human elements are religion, government, economy, language, demography.</p>
<p>SS.8.G.2.2 :</p>	<p>Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand physical and cultural characteristics of places.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.G.2.In.b: Use geographic terms and tools to describe areas of the United States that have experienced critical economic or physical changes, such as flooding, earthquakes, or oil spills from ships. • SS.8.G.2.Su.b: Use geographic tools to identify areas in the United States that have experienced a critical economic or physical change, such as flooding, earthquakes, or oil spills from ships. • SS.8.G.2.Pa.b: Recognize a change in a place due to a natural disaster or other event in the United States. <p>Remarks/Examples</p> <p>Examples are cataclysmic natural disasters, shipwrecks.</p>
<p>SS.8.G.2.3 :</p>	<p>Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand physical and cultural characteristics of places.</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.G.2.In.c: Use geographic terms and tools to examine how selected regions in the United States have changed over time. • SS.8.G.2.Su.c: Use geographic tools to identify a way that a region in the United States has changed over time. • SS.8.G.2.Pa.c: Recognize a change in a place due to a natural disaster or other event in the United States.
<p>SS.8.G.3.1 :</p>	<p>Locate and describe in geographic terms the major ecosystems of the United States. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the relationships between the Earth's ecosystems and the populations that dwell within them.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.G.3.In.a: Locate and identify characteristics of major ecosystems of the United States. • SS.8.G.3.Su.a: Locate and recognize characteristics of selected major ecosystems of the United States. • SS.8.G.3.Pa.a: Recognize a characteristic of a major ecosystem.
<p>SS.8.G.3.2 :</p>	<p>Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in the United States and Florida over time. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the relationships between the Earth's ecosystems and the populations that dwell within them.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.G.3.In.b: Use geographic terms and tools to identify different opinions on the use of renewable and non-renewable resources in the United States and Florida. • SS.8.G.3.Su.b: Use geographic tools to recognize ways that people have used renewable and non-renewable resources in the United States and Florida. • SS.8.G.3.Pa.b: Recognize a resource as recyclable.
<p>SS.8.G.4.1 :</p>	<p>Interpret population growth and other demographic data for any given place in the United States throughout its history. Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p>

	<p>Belongs to: Understand the characteristics, distribution, and migration of human populations.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.G.4.In.a: Identify changes in population for selected places in the United States over time. • SS.8.G.4.Su.a: Recognize changes in population for selected places in the United States over time. • SS.8.G.4.Pa.a: Recognize that change is a characteristic of population.
<p>SS.8.G.4.2 :</p>	<p>Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Understand the characteristics, distribution, and migration of human populations.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.G.4.In.b: Use geographic terms and tools to examine effects of migration to and within the United States, such as westward expansion and crossing the Mexican border. • SS.8.G.4.Su.b: Use geographic tools to recognize effects of migration within the United States, such as westward expansion. • SS.8.G.4.Pa.b: Recognize that change is a characteristic of population.
<p>SS.8.G.4.3 :</p>	<p>Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Understand the characteristics, distribution, and migration of human populations.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.G.4.In.c: Use geographic terms and tools to identify characteristics of different cultures that spread to different regions of the United States over time. • SS.8.G.4.Su.c: Use geographic tools to recognize characteristics of different cultures that spread to different regions of the

	<p>United States over time.</p> <ul style="list-style-type: none"> • SS.8.G.4.Pa.c: Use a geographic tool to recognize characteristics of trade, culture, or migration.
<p>SS.8.G.4.4 :</p>	<p>Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the characteristics, distribution, and migration of human populations.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.G.4.In.d: Use geographic tools or case studies to identify the role that selected regions play in influencing trade, migration, and cultural interaction in the United States over time. • SS.8.G.4.Su.d: Use geographic tools to recognize the role that selected regions play in influencing trade, migration, and cultural interaction in the United States over time. • SS.8.G.4.Pa.d: Use a geographic tool to recognize characteristics of trade, culture, or migration.
<p>SS.8.G.4.5 :</p>	<p>Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers in the United States over time. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the characteristics, distribution, and migration of human populations.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.G.4.In.e: Use geographic terms and tools to identify changes in cities and urban centers in the United States over time. • SS.8.G.4.Su.e: Use geographic tools to recognize changes in cities and urban centers in the United States over time. • SS.8.G.4.Pa.e: Recognize characteristics of a city.
<p>SS.8.G.4.6 :</p>	<p>Use political maps to describe changes in boundaries and governance throughout American history. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the characteristics, distribution, and migration of human</p>

	<p>populations.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.G.4.In.f: Use political maps to identify changes in boundaries of the United States throughout American history. • SS.8.G.4.Su.f: Use political maps to recognize changes in boundaries of the United States throughout American history. • SS.8.G.4.Pa.f: Use a map to recognize a boundary.
<p>SS.8.G.5.1 :</p>	<p>Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Understand how human actions can impact the environment.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.G.5.In.a: Identify ways humans depend on the physical environment and natural resources to satisfy basic needs in their local environments in the United States. • SS.8.G.5.Su.a: Recognize ways that humans depend on the physical environment and natural resources to satisfy basic needs in their local environments in the United States. • SS.8.G.5.Pa.a: Recognize that people use natural resources to satisfy basic needs.
<p>SS.8.G.5.2 :</p>	<p>Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Understand how human actions can impact the environment.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.G.5.In.b: Identify impacts of selected human modifications, such as deforestation and agriculture, on the environment in the United States throughout history. • SS.8.G.5.Su.b: Recognize impacts of a selected human modification, such as deforestation, on the environment in the United States. • SS.8.G.5.Pa.b: Recognize the impact of a human modification on the environment.

	<p>Remarks/Examples</p> <p>Examples are deforestation, urbanization, agriculture.</p>
<p>SS.8.G.6.1 :</p>	<p>Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Understand how to apply geography to interpret the past and present and plan for the future.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.G.6.In.a: Use maps and other graphic representations to describe geographic problems and changes in the United States over time. • SS.8.G.6.Su.a: Use a map or other graphic representation to identify a geographic problem or change in the United States. • SS.8.G.6.Pa.a: Use a map or other graphic representation to recognize a geographic change.
<p>SS.8.G.6.2 :</p>	<p>Illustrate places and events in U.S. history through the use of narratives and graphic representations.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Understand how to apply geography to interpret the past and present and plan for the future.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.G.6.In.b: Illustrate a place or event in United States history using a narrative and graphic representation, such as a map, graph, or table. • SS.8.G.6.Su.b: Illustrate a place or event in United States history using a graphic representation, such as a map, graph, or table. • SS.8.G.6.Pa.b: Create a simple representation about a place or event in the United States. <p>Remarks/Examples</p> <p>Examples are maps, graphs, tables.</p>



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Course: 7821025 Access M/J United States History-

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BASIC INFORMATION

Course Title:	Access M/J United States History
Course Number:	7821025
Course Abbreviated Title:	ACCESS M/J US HIST
Course Path:	Section: Exceptional Student Education Grade Group: Middle/Junior High Subject: Academics - Subject Areas
Course length:	Year (Y)
Status:	State Board Approved
General Notes:	<p>Access Courses: Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent), which reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with a significant cognitive disability.</p> <p>Subject Relevance: Understanding citizenship is the foundation for accessing life's activities in the local community or the world at large. Contributing to our community gives citizenship its meaning. Active participation as a citizen depends on how well we establish individual, group, and societal relationships. How well we develop these relationships depends on how well we understand our own and others' perspectives, which, in turn, depends on how well we understand cultural customs, rules, and institutions, whether local or global. Cultural customs, rules, and institutions frame the world in which we live and influence relationships at all levels, whether it is a</p>

friendship, a family, a school, a community, a country, or a world.

Social Studies is the study of the distinctive characteristics, dynamics, and history of local and global cultures. Examining the interrelationship among resources, customs, values, and beliefs of diverse cultures contributes to our ability to interact with others and develop both civic and social competence. Some students might study the details of cultures and institutions to understand the freedoms they enjoy or to make informed and reasoned decisions for the public good. Others may focus on the characteristics of people, places, and the dynamic nature of relationships to participate more effectively in the world around them.

Developing a sense of how humans interact with their environment and one another allows us to advocate for ourselves, contribute more effectively to our community, and access life's activities.

Access M/J United States History - Grade Eight

Major Concepts/Content: The eighth grade social studies curriculum consists of the following content area strands: American History, Geography, Economics, and Civics. The content is intended to develop or expand the student's understanding of the:

- Causes, course, and consequences of settlement in the American colonies
- Causes, course, and consequences of the American Revolution and the founding principles of our nation
- Causes, course, and consequences of westward expansion
- Causes, course, and consequence of the Civil War and Reconstruction
- Principles, functions, and organization of government
- Roles, rights, and responsibilities of United States citizens
- Fundamental concepts of local, national, and international economies
- Maps and other geographic representations, tools, and technology
- Physical and cultural characteristics of places
- Relationships between the Earth's ecosystems and the populations that dwell within them
- Characteristics, distribution, and migration of human populations
- Human actions that can impact the environment

	<ul style="list-style-type: none"> • Application of geography to interpret the past and present and plan for the future
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RELATED ACCESS POINTS: Independent(85) Supported(85) Participatory(85) Core Content Connector(0)

<p><u>SS.8.A.1.1</u> :</p>	<p>Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Use research and inquiry skills to analyze American History using primary and secondary sources.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.8.A.1.In.a</u>: Provide supporting details for an answer from a reference, ask questions to gather information for oral history, and check the accuracy of a source. • <u>SS.8.A.1.Su.a</u>: Select a supporting detail for an answer from a reference and ask questions to gather information. • <u>SS.8.A.1.Pa.a</u>: Ask simple questions to gather information. <p>Remarks/Examples</p> <p>Students should be encouraged to utilize FINDS (Focus, Investigate, Note, Develop, Score), Florida's research process model accessible at: http://www.fldoe.org/bii/Library_Media/pdf/12TotalFINDS.pdf.</p>
<p><u>SS.8.A.1.2</u> :</p>	<p>Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Use research and inquiry skills to analyze American History using primary and secondary sources.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.8.A.1.In.b</u>: Interpret graphs, maps, photographs, and timelines.

	<ul style="list-style-type: none"> • SS.8.A.1.Su.b: Interpret simple graphs, maps, photographs, and pictorial timelines. • SS.8.A.1.Pa.b: Gather information from simple maps, photographs, and pictorial timelines.
SS.8.A.1.3 :	<p>Analyze current events relevant to American History topics through a variety of electronic and print media resources. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Use research and inquiry skills to analyze American History using primary and secondary sources.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.1.In.c: Identify current events relevant to American History topics using media resources and print. • SS.8.A.1.Su.c: Recognize current events relevant to American History topics using media resources and print. • SS.8.A.1.Pa.c: Recognize a current event in a media resource or book. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, articles, editorials, journals, periodicals, reports, websites, videos, and podcasts.</p>
SS.8.A.1.4 :	<p>Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Use research and inquiry skills to analyze American History using primary and secondary sources.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.1.In.d: Identify the difference between fact and opinion and use appropriate resources and support materials to gather information. • SS.8.A.1.Su.d: Recognize fact and opinion and use appropriate resources and support materials to gather information. • SS.8.A.1.Pa.d: Use appropriate resources to obtain factual information.
SS.8.A.1.5 :	Identify, within both primary and secondary sources, the author,

	<p>audience, format, and purpose of significant historical documents. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Use research and inquiry skills to analyze American History using primary and secondary sources.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.1.In.e: Identify the author and purpose of significant historical documents and distinguish between a primary and secondary historical source. • SS.8.A.1.Su.e: Recognize the author and purpose of significant historical documents. • SS.8.A.1.Pa.e: Use appropriate resources to obtain factual information.
<p>SS.8.A.1.6 :</p>	<p>Compare interpretations of key events and issues throughout American History. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Use research and inquiry skills to analyze American History using primary and secondary sources.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.1.In.f: Identify similarities and differences in points of view of historical interpretations of key events. • SS.8.A.1.Su.f: Recognize differences in points of view of historical interpretations of key events. • SS.8.A.1.Pa.f: Use appropriate resources to obtain factual information. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, historiography.</p>
<p>SS.8.A.1.7 :</p>	<p>View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Use research and inquiry skills to analyze American History using primary and secondary sources.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.1.In.g: Identify well-known historical events shown in art, writings, music, and artifacts.

	<ul style="list-style-type: none"> • SS.8.A.1.Su.g: Recognize well-known historical events shown in art, writings, music, or artifacts. • SS.8.A.1.Pa.g: Recognize a well-known historical event shown in art or artifacts.
<p>SS.8.A.2.1 :</p>	<p>Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Examine the causes, course, and consequences of British settlement in the American colonies.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.2.In.a: Recognize important differences among the European nations struggling for control over colonization of North America. • SS.8.A.2.Su.a: Recognize an important difference of each of the European nations struggling for control over colonization of North America. • SS.8.A.2.Pa.a: Recognize that different groups fought for ownership of the same land. <p>Remarks/Examples</p> <p>This benchmark implies a study of the ways that economic, political, cultural, and religious competition between these Atlantic powers shaped early colonial America.</p>
<p>SS.8.A.2.2 :</p>	<p>Compare the characteristics of the New England, Middle, and Southern colonies. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Examine the causes, course, and consequences of British settlement in the American colonies.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.2.In.b: Identify that the colonies were grouped into three divisions (New England, Middle, and Southern) and describe their occupations, religion, and social patterns. • SS.8.A.2.Su.b: Recognize characteristics of the colonies in different regions, such as location, occupations, and social patterns. • SS.8.A.2.Pa.b: Recognize social aspects of living in a colony.

	<p>Remarks/Examples</p> <p>Examples may include, but are not limited to, colonial governments, geographic influences, occupations, religion, education, settlement patterns, and social patterns.</p>
<p><u>SS.8.A.2.3</u> :</p>	<p>Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: <u>Examine the causes, course, and consequences of British settlement in the American colonies.</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.8.A.2.In.c</u>: Identify characteristics of economic systems in the colonies, including the ways slaves and indentured servants were used. • <u>SS.8.A.2.Su.c</u>: Recognize a characteristic of economic systems in the colonies, including the use of slaves. • <u>SS.8.A.2.Pa.c</u>: Recognize that workers are part of an economic system. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, subsistence farming, cash crop farming, and maritime industries.</p>
<p><u>SS.8.A.2.4</u> :</p>	<p>Identify the impact of key colonial figures on the economic, political, and social development of the colonies. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: <u>Examine the causes, course, and consequences of British settlement in the American colonies.</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.8.A.2.In.d</u>: Identify the impact of key colonial figures on the development of the colonies, such as John Smith, William Penn, and Roger Williams. • <u>SS.8.A.2.Su.d</u>: Recognize the impact of key colonial figures on the development of the colonies, such as John Smith and William Penn. • <u>SS.8.A.2.Pa.d</u>: Recognize leaders who guide other people. <p>Remarks/Examples</p>

	<p>Examples may include, but are not limited to, John Smith, William Penn, Roger Williams, Anne Hutchinson, John Winthrop, Jonathan Edwards, William Bradford, Nathaniel Bacon, John Peter Zenger, and Lord Calvert.</p>
<p>SS.8.A.2.5 :</p>	<p>Discuss the impact of colonial settlement on Native American populations. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Examine the causes, course, and consequences of British settlement in the American colonies.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.2.In.e: Identify the impact of colonial settlement on Native Americans. • SS.8.A.2.Su.e: Recognize the impact of colonial settlement on Native Americans. • SS.8.A.2.Pa.e: Recognize a change due to colonial settlement. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, war, disease, loss of land, westward displacement of tribes causing increased conflict between tribes, and dependence on trade for Western goods, including guns.</p>
<p>SS.8.A.2.6 :</p>	<p>Examine the causes, course, and consequences of the French and Indian War. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Examine the causes, course, and consequences of British settlement in the American colonies.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.2.In.f: Describe a cause and outcome of the French and Indian War, such as the desire to control the Ohio River Valley and that the French lost to the English. • SS.8.A.2.Su.f: Identify an outcome of the French and Indian War, such as that the French lost to the English. • SS.8.A.2.Pa.f: Recognize a change due to colonial settlement. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, ongoing conflict between France and England, territorial disputes, trade</p>

	<p>competition, Ft. Duquesne, Ft. Quebec, Treaty of Paris, heavy British debt.</p>
<p>SS.8.A.2.7 :</p>	<p>Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Examine the causes, course, and consequences of British settlement in the American colonies.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.2.In.g: Identify contributions of Africans, Native Americans, women, and children to colonial America. • SS.8.A.2.Su.g: Recognize contributions of Africans, Native Americans, women, and children to colonial America. • SS.8.A.2.Pa.g: Recognize a contribution of a key group to colonial society.
<p>SS.8.A.3.1 :</p>	<p>Explain the consequences of the French and Indian War in British policies for the American colonies from 1763 - 1774. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.3.In.a: Identify the consequences of the French and Indian War on the British rule of the colonies, such as the Proclamation of 1763, the Stamp Act, and the Tea Act. • SS.8.A.3.Su.a: Recognize a consequence of the French and Indian War on British rule of the colonies, such as restricting freedom and creating more taxes. • SS.8.A.3.Pa.a: Recognize that the colonists were unhappy with British rule. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, Proclamation of 1763, Sugar Act, Quartering Act, Stamp Act, Declaratory Act, Townshend Acts, Tea Act, Quebec Act, and Coercive Acts.</p>
<p>SS.8.A.3.10 :</p>	<p>Examine the course and consequences of the Constitutional Convention (New Jersey Plan, Virginia Plan, Great Compromise, Three-Fifths Compromise, compromises regarding taxation and slave trade,</p>

	<p>Electoral College, state vs. federal power, empowering a president). Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.3.In.j: Identify major consequences of the Constitutional Convention, such as developing different plans for the number of votes allotted for each state in Congress, the Great Compromise (the makeup of Congress), and the power of the president. • SS.8.A.3.Su.j: Recognize major consequences of the Constitutional Convention, such as the makeup of Congress, how votes would be given to states, and the power of the president. • SS.8.A.3.Pa.j: Recognize a way individuals or groups reach agreement.
<p>SS.8.A.3.11 :</p>	<p>Analyze support and opposition (Federalists, Federalist Papers, AntiFederalists, Bill of Rights) to ratification of the U.S. Constitution. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.3.In.k: Recognize reasons why people supported or opposed the Constitution, such as the inclusion of the Bill of Rights. • SS.8.A.3.Su.k: Recognize that some people supported and others opposed the Constitution. • SS.8.A.3.Pa.k: Recognize a way individuals or groups reach agreement.
<p>SS.8.A.3.12 :</p>	<p>Examine the influences of George Washington's presidency in the formation of the new nation. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.3.In.l: Identify influences of George Washington's

	<p>presidency, such as forming the Cabinet, keeping the country out of war, paying off the debt, and establishing a national bank and money system.</p> <ul style="list-style-type: none"> • SS.8.A.3.Su.I: Recognize an influence of George Washington’s presidency, such as forming the Cabinet and establishing a national bank and money system. • SS.8.A.3.Pa.I: Recognize that George Washington was the first president. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, personal motivations, military experience, political influence, establishing Washington, D.C. as the nation's capital, rise of the party system, setting of precedents (e.g., the Cabinet), Farewell Address.</p>
<p>SS.8.A.3.13 :</p>	<p>Explain major domestic and international economic, military, political, and socio-cultural events of John Adams's presidency.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.3.In.m: Identify major developments of the presidency of John Adams, such as extending the waiting period for citizenship (Alien Act) and prohibiting criticism of the government (Sedition Act). • SS.8.A.3.Su.m: Recognize a major development of the presidency of John Adams, such as prohibiting criticism of the government (Sedition Act). • SS.8.A.3.Pa.m: Recognize that new leaders bring changes to the country. <p>Remarks/Examples</p> <p>Examples may include, but aren ot limited to, XYZ Affairs, Alien and Sedition Acts, Land Act of 1800, the quasi-war, the Midnight Judges.</p>
<p>SS.8.A.3.14 :</p>	<p>Explain major domestic and international economic, military, political, and socio-cultural events of Thomas Jefferson's presidency.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p>

	<p>Belongs to: Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.3.In.n: Identify major developments of the presidency of Thomas Jefferson, such as the Louisiana Purchase, the Lewis and Clark Expedition, and the embargo on goods traded with Great Britain and France. • SS.8.A.3.Su.n: Recognize a major development of the presidency of Thomas Jefferson, such as the Louisiana Purchase and the Lewis and Clark Expedition. • SS.8.A.3.Pa.n: Recognize that new leaders bring changes to the country. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, Election of 1800, birth of political parties, Marbury v. Madison, judicial review, Jefferson's First Inaugural Address, Judiciary Act of 1801, Louisiana Purchase, Barbary War, Lewis and Clark Expedition, Hamilton and Burr conflict/duel, Embargo of 1807.</p>
<p>SS.8.A.3.15 :</p>	<p>Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.3.In.o: Identify the quality of life of under-represented groups during the American Revolution and after, such as children, indentured servants, Native Americans, slaves, women, and the working class. • SS.8.A.3.Su.o: Recognize the quality of life of an under-represented group, such as children, indentured servants, Native Americans, slaves, women, or the working class. • SS.8.A.3.Pa.o: Recognize an aspect of the quality of life.
<p>SS.8.A.3.16 :</p>	<p>Examine key events in Florida history as each impacts this era of American history.</p>

	<p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.3.In.p: Identify the consequences of key events in Florida history as they relate to the American Revolution, such as Florida being a refuge for Loyalists, Indian resistance, and Spanish control of Florida. • SS.8.A.3.Su.p: Recognize a consequence of key events in Florida as they relate to the American Revolution, such as Florida being a refuge for Loyalists, Indian resistance, or Spanish control of Florida. • SS.8.A.3.Pa.p: Recognize a consequence of a key event in Florida during this era of American history. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, Treaty of Paris, British rule, Second Spanish Period.</p>
<p>SS.8.A.3.2 :</p>	<p>Explain American colonial reaction to British policy from 1763 - 1774. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.3.In.b: Identify American colonial reaction to British policy, such as protests to the acts, the Boston Massacre, the Boston Tea Party, and the First Continental Congress. • SS.8.A.3.Su.b: Recognize American colonial reaction to British policy, such as protests to the acts, the Boston Massacre, the Boston Tea Party, and the First Continental Congress. • SS.8.A.3.Pa.b: Recognize that the colonists were unhappy with British rule. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, written protests, boycotts, unrest leading to the Boston Massacre, Boston Tea Party, First Continental Congress, Stamp Act Congress, Committees of Correspondence.</p>

SS.8.A.3.3 :

Recognize the contributions of the Founding Fathers (John Adams, Sam Adams, Benjamin Franklin, John Hancock, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, George Washington) during American Revolutionary efforts.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.](#)

Access Points:

- **SS.8.A.3.In.c:** Recognize major contributions of the Founding Fathers, such as John Adams, Benjamin Franklin, Thomas Jefferson, and George Washington.
- **SS.8.A.3.Su.c:** Recognize a contribution of one of the Founding Fathers, such as Benjamin Franklin, Thomas Jefferson, or George Washington.
- **SS.8.A.3.Pa.c:** Recognize a Founding Father, such as George Washington.

Remarks/Examples

Examples may also include, but are not limited to, Thomas Paine, John Jay, Peter Salem.

SS.8.A.3.4 :

Examine the contributions of influential groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war.

Cognitive Complexity: N/A | Date Adopted or Revised: 12/08

Belongs to: [Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.](#)

Access Points:

- **SS.8.A.3.In.d:** Identify contributions of key groups to the outcomes of the American Revolutionary War, including Native Americans, slaves, and women.
- **SS.8.A.3.Su.d:** Recognize contributions of a key group to the American Revolutionary War, including Native Americans, slaves, or women.
- **SS.8.A.3.Pa.d:** Recognize ways groups help during times of war.

Remarks/Examples

	<p>Examples may include, but are not limited to, foreign alliances, freedmen, Native Americans, slaves, women, soldiers, Hessians.</p>
<p>SS.8.A.3.5 :</p>	<p>Describe the influence of individuals on social and political developments during the Revolutionary era. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.3.In.e: Identify the influence of individuals on social and political developments, such as James Otis—“taxation without representation,” Abigail Adams—women’s rights, Mercy Otis Warren—abolition of slavery, or Benjamin Banneker—architecture. • SS.8.A.3.Su.e: Recognize an influence of an individual on social and political developments, such as James Otis—“taxation without representation,” Abigail Adams—women’s rights, Mercy Otis Warren—abolition of slavery, or Benjamin Banneker—architecture. • SS.8.A.3.Pa.e: Recognize that an individual can influence social developments. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, James Otis, Mercy Otis Warren, Abigail Adams, Benjamin Banneker, Lemuel Haynes, Phyllis Wheatley.</p>
<p>SS.8.A.3.6 :</p>	<p>Examine the causes, course, and consequences of the American Revolution. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.3.In.f: Identify major causes, events, and consequences of the American Revolution, such as “Common Sense,” unfair taxes, the Declaration of Independence, winter at Valley Forge, and the Treaty of Paris. • SS.8.A.3.Su.f: Recognize major causes and consequences of

	<p>the American Revolution, such as “Common Sense,” unfair taxes, the Declaration of Independence, winter at Valley Forge, and the Treaty of Paris.</p> <ul style="list-style-type: none"> • SS.8.A.3.Pa.f: Recognize that the colonists were unhappy with British rule. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, Battles of Lexington and Concord, Common Sense, Second Continental Congress, Battle of Bunker Hill, Battle of Cowpens, Battle of Trenton, Olive Branch Petition, Declaration of Independence, winter at Valley Forge, Battles of Saratoga and Yorktown, Treaty of Paris.</p>
<p>SS.8.A.3.7 :</p>	<p>Examine the structure, content, and consequences of the Declaration of Independence.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.3.In.g: Identify important content of the Declaration of Independence. • SS.8.A.3.Su.g: Recognize the key ideas included in the Declaration of Independence. • SS.8.A.3.Pa.g: Recognize freedom as a goal of the Declaration of Independence.
<p>SS.8.A.3.8 :</p>	<p>Examine individuals and groups that affected political and social motivations during the American Revolution.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.3.In.h: Identify the impact of individuals and groups on the American Revolution, such as Ethan Allen, the Sons of Liberty, Patrick Henry, Patriots, and individual militias. • SS.8.A.3.Su.h: Recognize the impact of individuals and groups on the American Revolution, such as some led resistance toward the British while others provided support for the

	<p>British.</p> <ul style="list-style-type: none"> • SS.8.A.3.Pa.h: Recognize ways groups help during times of war. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, Ethan Allen and the Green Mountain Boys, the Committees of Correspondence, Sons of Liberty, Daughters of Liberty, the Black Regiment (in churches), Patrick Henry, Patriots, Loyalists, individual colonial militias, and undecideds.</p>
<p>SS.8.A.3.9 :</p>	<p>Evaluate the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.3.In.i: Identify major characteristics of the Articles of Confederation, such as a weak central government and power for the states. • SS.8.A.3.Su.i: Recognize that the Articles of Confederation set up a weak central government. • SS.8.A.3.Pa.i: Recognize that people can work together to set up a government.
<p>SS.8.A.4.1 :</p>	<p>Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-Onis Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American War/Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase).</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.4.In.a: Identify major events and consequences of America’s westward expansion, such as the War of 1812, the

	<p>acquisition of Florida, the Trail of Tears, and the California Gold Rush.</p> <ul style="list-style-type: none"> • SS.8.A.4.Su.a: Recognize major events and consequences of America’s westward expansion, such as the acquisition of Florida, the Trail of Tears, and the California Gold Rush. • SS.8.A.4.Pa.a: Recognize a consequence of America’s westward expansion.
<p>SS.8.A.4.10 :</p>	<p>Analyze the impact of technological advancements on the agricultural economy and slave labor.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.4.In.j: Recognize technological improvements in industry, such as Eli Whitney and the cotton gin, Robert Fulton and the steam engine, and Francis Cabot Lowell and the mechanized cotton mill. • SS.8.A.4.Su.j: Recognize a technological improvement in industry, such as Eli Whitney and the cotton gin. • SS.8.A.4.Pa.j: Recognize the benefit of an invention. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, cotton gin, steel plow, rapid growth of slave trade.</p>
<p>SS.8.A.4.11 :</p>	<p>Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.4.In.k: Identify characteristics of slave life on plantations, including resistance efforts. • SS.8.A.4.Su.k: Recognize characteristics of slave life on plantations. • SS.8.A.4.Pa.k: Recognize a characteristic of slave life on a plantation.

<p><u>SS.8.A.4.12</u> :</p>	<p>Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: <u>Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.8.A.4.In.l</u>: Identify an effect of the Haitian Revolution, such as forcing the French to give up the Louisiana Territory to the United States. • <u>SS.8.A.4.Su.l</u>: Recognize an effect of the Haitian Revolution, such as forcing the French to give up the Louisiana Territory to the United States. • <u>SS.8.A.4.Pa.l</u>: Recognize an unintended effect of a revolution.
<p><u>SS.8.A.4.13</u> :</p>	<p>Explain the consequences of landmark Supreme Court decisions (McCulloch v. Maryland [1819], Gibbons v. Odgen [1824], Cherokee Nation v. Georgia [1831], and Worcester v. Georgia [1832]) significant to this era of American history. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: <u>Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.8.A.4.In.m</u>: Identify a consequence of landmark Supreme Court cases during the westward expansion, such as that Native American tribes came under federal jurisdiction and were subsequently forced from their land. • <u>SS.8.A.4.Su.m</u>: Recognize a consequence of landmark Supreme Court cases during the westward expansion, such as the forced removal of Native Americans from their lands. • <u>SS.8.A.4.Pa.m</u>: Recognize a social justice issue.
<p><u>SS.8.A.4.14</u> :</p>	<p>Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments). Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: <u>Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.</u></p> <p>Access Points:</p>

	<ul style="list-style-type: none"> • SS.8.A.4.In.n: Identify the major causes, events, and consequences of the women’s suffrage movement. • SS.8.A.4.Su.n: Recognize the major cause and consequences of the women’s suffrage movement. • SS.8.A.4.Pa.n: Recognize that women can vote.
<p>SS.8.A.4.15 :</p>	<p>Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.4.In.o: Identify literature that supported social reform in the era of westward expansion. • SS.8.A.4.Su.o: Recognize stories and poems written to support social reform in the era of westward expansion. • SS.8.A.4.Pa.o: Recognize that stories tell about the era of westward expansion.
<p>SS.8.A.4.16 :</p>	<p>Identify key ideas and influences of Jacksonian democracy.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.4.In.p: Recognize influences of Jacksonian democracy, such as an expansion of voting rights, the spoils system, a strong federal government, and the Indian Removal Act. • SS.8.A.4.Su.p: Recognize a key idea of Jacksonian democracy, such as an expansion of voting rights, the spoils system, a strong federal government, or the Indian Removal Act. • SS.8.A.4.Pa.p: Recognize that new leaders bring change to the government. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, political participation, political parties, constitutional government, spoils system, National Bank veto, Maysville Road veto, tariff</p>

	<p>battles, Indian Removal Act, nullification crisis.</p>
<p><u>SS.8.A.4.17</u> :</p>	<p>Examine key events and peoples in Florida history as each impacts this era of American history. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: <u>Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.8.A.4.In.g</u>: Identify impacts that Florida had on the era of the westward expansion, such as relations with Seminoles and runaway slaves, and the establishment of Florida as a territory and admittance as a state. • <u>SS.8.A.4.Su.g</u>: Recognize an impact that Florida had on the era of the westward expansion, such as relations with Seminoles and runaway slaves, or the establishment of Florida as a territory and admittance as a state. • <u>SS.8.A.4.Pa.g</u>: Recognize that Florida became a state. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, Andrew Jackson's military expeditions to end Indian uprisings, developing relationships between the Seminole and runaway slaves, Adams-Onis Treaty, Florida becoming a United States territory, combining former East and West Floridas, establishing first state capital, Florida's constitution, Florida's admittance to the Union as 27th state.</p>
<p><u>SS.8.A.4.18</u> :</p>	<p>Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: <u>Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.8.A.4.In.r</u>: Identify impacts that Florida had on the era of the westward expansion, such as relations with Seminoles and runaway slaves, and the establishment of Florida as a territory and admittance as a state. • <u>SS.8.A.4.Su.r</u>: Recognize an impact that Florida had on the era

	<p>of the westward expansion, such as relations with Seminoles and runaway slaves, or the establishment of Florida as a territory and admittance as a state.</p> <ul style="list-style-type: none"> • SS.8.A.4.Pa.r: Recognize a contribution of a key group to Florida’s culture. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, Osceola, white settlers, U.S. troops, Black Seminoles, southern plantation and slave owners, Seminole Wars, Treaty of Moultrie Creek, Seminole relocation, Chief Billy Bowlegs, Florida Crackers.</p>
<p>SS.8.A.4.2 :</p>	<p>Describe the debate surrounding the spread of slavery into western territories and Florida.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.4.In.b: Identify reasons why people supported or opposed slavery in the western territories and Florida. • SS.8.A.4.Su.b: Recognize why people supported or opposed slavery in the western territories and Florida. • SS.8.A.4.Pa.b: Recognize that groups did not agree about slavery. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, abolitionist movement, Ft. Mose, Missouri Compromise, Bleeding Kansas, Kansas-Nebraska Act, Compromise of 1850.</p>
<p>SS.8.A.4.3 :</p>	<p>Examine the experiences and perspectives of significant individuals and groups during this era of American History.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.4.In.c: Identify the roles of individuals and groups during westward expansion, such as Lewis and Clark, Sacajawea, Native Americans, slaves, and Chinese immigrants.

	<ul style="list-style-type: none"> • SS.8.A.4.Su.c: Recognize the role of an individual or group during westward expansion, such as Lewis and Clark, Sacajawea, Native Americans, slaves, or Chinese immigrants. • SS.8.A.4.Pa.c: Recognize a consequence of America’s westward expansion. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, Lewis and Clark, Sacajawea, York, Pike, Native Americans, Buffalo Soldiers, Mexicanos, Chinese immigrants, Irish immigrants, children, slaves, women, Alexis de Tocqueville, political parties.</p>
<p>SS.8.A.4.4 :</p>	<p>Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.4.In.d: Identify the roles of individuals and groups during westward expansion, such as Lewis and Clark, Sacajawea, Native Americans, slaves, and Chinese immigrants. • SS.8.A.4.Su.d: Recognize the role of an individual or group during westward expansion, such as Lewis and Clark, Sacajawea, Native Americans, slaves, or Chinese immigrants. • SS.8.A.4.Pa.d: Recognize a consequence of America’s westward expansion.
<p>SS.8.A.4.5 :</p>	<p>Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.4.In.e: Identify how transportation changed America’s economy in the 1800s. • SS.8.A.4.Su.e: Recognize how transportation changed America’s economy in the 1800s.

	<ul style="list-style-type: none"> • SS.8.A.4.Pa.e: Recognize an effect of transportation. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, roads, canals, bridges, steamboats, railroads.</p>
<p>SS.8.A.4.6 :</p>	<p>Identify technological improvements (inventions/inventors) that contributed to industrial growth.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.4.In.f: Recognize technological improvements in industry, such as Eli Whitney and the cotton gin, Robert Fulton and the steam engine, and Francis Cabot Lowell and the mechanized cotton mill. • SS.8.A.4.Su.f: Recognize a technological improvement in industry, such as Eli Whitney and the cotton gin. • SS.8.A.4.Pa.f: Recognize the benefit of an invention. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, Fitch/steamboat, Slater/textile mill machinery, Whitney/cotton gin, interchangeable parts, McCoy/industrial lubrication, Fulton/commercial steamboat, Lowell/ mechanized cotton mill, Isaac Singer/sewing machine.</p>
<p>SS.8.A.4.7 :</p>	<p>Explain the causes, course, and consequences (industrial growth, subsequent effect on children and women) of New England's textile industry.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.4.In.g: Identify working conditions in textile mills in New England as they affected women and children. • SS.8.A.4.Su.g: Recognize working conditions in textile mills in New England in the 1800s. • SS.8.A.4.Pa.g: Recognize a characteristic of poor working

	<p>conditions.</p>
<p><u>SS.8.A.4.8</u> :</p>	<p>Describe the influence of individuals on social and political developments of this era in American History. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: <u>Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.8.A.4.In.h</u>: Identify the influence of individuals on social and political developments, such as Thomas Jefferson—westward expansion, Frederick Douglass—the abolitionist movement, Dorothea Dix—social reforms, and Susan B. Anthony—women's rights. • <u>SS.8.A.4.Su.h</u>: Recognize the influence of individuals on social and political developments, such as Thomas Jefferson—westward expansion, Frederick Douglass—the abolitionist movement, Dorothea Dix—social reforms, and Susan B. Anthony—women's rights. • <u>SS.8.A.4.Pa.h</u>: Recognize a social justice issue. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, Daniel Boone, Tecumseh, Black Hawk, John Marshall, James Madison, Dolly Madison, Andrew Jackson, John C. Calhoun, Henry Clay, Daniel Webster, James Polk, Susan B. Anthony, Elizabeth Cady Stanton, William Lloyd Garrison, Frederick Douglass, Horace Mann, Dorothea Dix, Lucretia Mott, Sojourner Truth, Harriet Tubman.</p>
<p><u>SS.8.A.4.9</u> :</p>	<p>Analyze the causes, course and consequences of the Second Great Awakening on social reform movements. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: <u>Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.</u></p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.8.A.4.In.i</u>: Identify the influence of individuals on social and political developments, such as Thomas Jefferson—westward expansion, Frederick Douglass—the abolitionist movement, Dorothea Dix—social reforms, and Susan B. Anthony—

	<p>women's rights.</p> <ul style="list-style-type: none"> • SS.8.A.4.Su.i: Recognize the influence of individuals on social and political developments, such as Thomas Jefferson—westward expansion, Frederick Douglass—the abolitionist movement, Dorothea Dix—social reforms, and Susan B. Anthony—women's rights. • SS.8.A.4.Pa.i: Recognize a social justice issue. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, abolition, women's rights, temperance, education, prison and mental health reform, Charles Grandison Finney, the Beecher family.</p>
<p>SS.8.A.5.1 :</p>	<p>Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate). Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Examine the causes, course, and consequence of the Civil War and Reconstruction including its effects on American peoples.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.5.In.a: Identify the major causes, events, and consequence of the Civil War, such as states' rights, sectional differences, war between the northern and southern states, and slaves being freed. • SS.8.A.5.Su.a: Recognize a major cause and consequence of the Civil War, such as states' rights, sectional differences, and slaves being freed. • SS.8.A.5.Pa.a: Recognize that groups of people disagreed about slavery.
<p>SS.8.A.5.2 :</p>	<p>Analyze the role of slavery in the development of sectional conflict. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Examine the causes, course, and consequence of the Civil War and Reconstruction including its effects on American peoples.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.5.In.b: Identify factors related to slavery that led to the Civil War, such as the Abolition Movement, Nat Turner's Rebellion, the Underground Railroad, and Southern secession. • SS.8.A.5.Su.b: Recognize a factor related to slavery that led to the Civil War, such as the support for freeing slaves or the

	<p>secession of the Southern states from the Union.</p> <ul style="list-style-type: none"> • SS.8.A.5.Pa.b: Recognize that groups of people disagreed about slavery. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, Abolition Movement, Nat Turner's Rebellion, Black Codes, Missouri Compromise, Compromise of 1850, Uncle Tom's Cabin, Kansas-Nebraska Act, Dred Scott v. Sandford, Lincoln-Douglas Debates, raid on Harper's Ferry, Underground Railroad, Presidential Election of 1860, Southern secession.</p>
<p>SS.8.A.5.3 :</p>	<p>Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Examine the causes, course, and consequence of the Civil War and Reconstruction including its effects on American peoples.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.5.In.c: Identify major developments during Abraham Lincoln's presidency, such as the defeat of Confederate States in the Civil War, the Emancipation Proclamation, and the Gettysburg Address. • SS.8.A.5.Su.c: Recognize a major development during the presidency of Abraham Lincoln, such as the defeat of the Confederate States in the Civil War or the Emancipation Proclamation. • SS.8.A.5.Pa.c: Recognize that President Abraham Lincoln ended slavery. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, sectionalism, states' rights, slavery, Civil War, attempts at foreign alliances, Emancipation Proclamation, Gettysburg Address, suspension of habeas corpus, First and Second Inaugural Addresses.</p>
<p>SS.8.A.5.4 :</p>	<p>Identify the division (Confederate and Union States, Border states, western territories) of the United States at the outbreak of the Civil War. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Examine the causes, course, and consequence of the Civil War and</p>

	<p>Reconstruction including its effects on American peoples.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.5.In.d: Identify the Union and Confederate States at the outbreak of the Civil War. • SS.8.A.5.Su.d: Recognize the Union and Confederate States at the outbreak of the Civil War. • SS.8.A.5.Pa.d: Recognize that states disagreed about slavery.
<p>SS.8.A.5.5 :</p>	<p>Compare Union and Confederate strengths and weaknesses. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Examine the causes, course, and consequence of the Civil War and Reconstruction including its effects on American peoples.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.5.In.e: Identify a strength and weakness of the Union and Confederacy, such as technology, resources, and military leaders. • SS.8.A.5.Su.e: Recognize a strength and weakness of the Union and Confederacy, such as technology, resources, and military leaders. • SS.8.A.5.Pa.e: Recognize a strength of groups in a war. <p>Remarks/Examples</p> <p>Examples may include, but aren't limited to, technology, resources, alliances, geography, military leaders-Lincoln, Davis, Grant, Lee, Jackson, Sherman.</p>
<p>SS.8.A.5.6 :</p>	<p>Compare significant Civil War battles and events and their effects on civilian populations. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Examine the causes, course, and consequence of the Civil War and Reconstruction including its effects on American peoples.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.5.In.f: Identify outcomes of significant Civil War battles, such as Fort Sumter, the Monitor v. Merrimack, Gettysburg, and the surrender of General Lee at Appomattox. • SS.8.A.5.Su.f: Recognize the outcome of a significant Civil War battle, such as Fort Sumter, Gettysburg, or the surrender of

	<p>General Lee at Appomattox.</p> <ul style="list-style-type: none"> • SS.8.A.5.Pa.f: Recognize a strength of groups in a war. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, Fort Sumter, Bull Run, Monitor v. Merrimack, Antietam, Vicksburg, Gettysburg, Emancipation Proclamation, Sherman's March, Lee's surrender at Appomattox.</p>
<p>SS.8.A.5.7 :</p>	<p>Examine key events and peoples in Florida history as each impacts this era of American history.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Examine the causes, course, and consequence of the Civil War and Reconstruction including its effects on American peoples.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.5.In.g: Identify key events in Florida that impacted the nation during the time of the Civil War, such as membership in the Confederate states, Union occupation of coastal towns, battles in Florida, and the quality of life in the pioneer environment. • SS.8.A.5.Su.g: Recognize key events in Florida that impacted the nation during the time of the Civil War, such as membership in the Confederate states, Union occupation of coastal towns, battles in Florida, and the quality of life in the pioneer environment. • SS.8.A.5.Pa.g: Recognize an aspect of the quality of life during the time of the Civil War. <p>Remarks/Examples</p> <p>Examples may include, but are not limited to, slavery, influential planters, Florida's secession and Confederate membership, women, children, pioneer environment, Union occupation, Battle of Olustee and role of 54th Massachusetts regiment, Battle at Natural Bridge.</p>
<p>SS.8.A.5.8 :</p>	<p>Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential</p>

	<p>election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Examine the causes, course, and consequence of the Civil War and Reconstruction including its effects on American peoples.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.A.5.In.h: Identify changes that occurred during the period of Reconstruction, such as the reuniting of the governments and the treatment of freed slaves. • SS.8.A.5.Su.h: Recognize changes that occurred during the period of Reconstruction, such as reuniting of the governments and the treatment of freed slaves. • SS.8.A.5.Pa.h: Recognize an aspect of the quality of life during Reconstruction.
<p>SS.8.C.1.1 :</p>	<p>Identify the constitutional provisions for establishing citizenship.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: The student will evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.C.1.In.a: Identify ways the Constitution provides for citizenship, such as being born and being naturalized in the United States. • SS.8.C.1.Su.a: Recognize a way the Constitution provides for citizenship, such as being born or naturalized in the United States. • SS.8.C.1.Pa.a: Recognize that people who are born in the United States are citizens.
<p>SS.8.C.1.2 :</p>	<p>Compare views of self-government and the rights and responsibilities of citizens held by Patriots, Loyalists, and other colonists.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: The student will evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.C.1.In.b: Identify different views held by colonists on self-

	<p>government and rights and responsibilities of citizens.</p> <ul style="list-style-type: none"> • SS.8.C.1.Su.b: Recognize different views that colonists held about the rights and responsibilities of citizens. • SS.8.C.1.Pa.b: Recognize a responsibility of citizens, such as keeping informed.
<p>SS.8.C.1.3 :</p>	<p>Recognize the role of civic virtue in the lives of citizens and leaders from the colonial period through Reconstruction.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: The student will evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.C.1.In.c: Identify activities that reflect civic virtue in the lives of citizens from the Colonial period through Reconstruction, such as voting, volunteering, and giving to the poor. • SS.8.C.1.Su.c: Recognize activities that reflect civic virtues in the lives of citizens from the Colonial period through Reconstruction, such as voting and serving in local government. • SS.8.C.1.Pa.c: Recognize an activity of citizens that reflects civic virtue, such as voting.
<p>SS.8.C.1.4 :</p>	<p>Identify the evolving forms of civic and political participation from the colonial period through Reconstruction.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: The student will evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.C.1.In.d: Identify forms of civic and political participation from the Colonial period through Reconstruction, such as complying with laws and rules, voting, and serving in the government. • SS.8.C.1.Su.d: Recognize forms of civic and political participation from the Colonial period through Reconstruction, such as complying with laws and rules and voting. • SS.8.C.1.Pa.d: Recognize an activity of citizens that reflects

	civic virtue, such as voting.
<p><u>SS.8.C.1.5 :</u></p>	<p>Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: The student will evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.8.C.1.In.e:</u> Identify ways citizens benefit from rights provided by the Constitution and Bill of Rights. • <u>SS.8.C.1.Su.e:</u> Recognize a way citizens benefit from the rights provided by the Constitution and Bill of Rights. • <u>SS.8.C.1.Pa.e:</u> Recognize that the law guarantees individual rights.
<p><u>SS.8.C.1.6 :</u></p>	<p>Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: The student will evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • <u>SS.8.C.1.In.f:</u> Identify ways amendments to the Constitution have expanded voting rights, such as at first allowing only landowners to vote, then white males, former slaves, and females. • <u>SS.8.C.1.Su.f:</u> Recognize how amendments to the Constitution expanded voting rights to white males, former slaves, and females. • <u>SS.8.C.1.Pa.f:</u> Recognize that men and women can vote in the United States.
<p><u>SS.8.C.2.1 :</u></p>	<p>Evaluate and compare the essential ideals and principles of American constitutional government expressed in primary sources from the colonial period to Reconstruction. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: The student will demonstrate an understanding of the principles.</p>

	<p>functions, and organization of government.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.C.2.In.a: Identify principles of the American government, such as representative democracy (republicanism), separation of powers, and freedom expressed in important documents in American history. • SS.8.C.2.Su.a: Recognize a principle of the American government, such as representative democracy (republicanism) or separation of powers expressed in important documents in American history. • SS.8.C.2.Pa.a: Recognize that the government in the United States is based on freedom.
<p>SS.8.E.1.1 :</p>	<p>Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Understand the fundamental concepts relevant to the development of a market economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.E.1.In.a: Identify how economic factors affected the development of America over time, such as supply and demand, scarcity, profits, and incentives. • SS.8.E.1.Su.a: Recognize that economic factors affected the development of America over time, such as supply and demand, scarcity, and incentives. • SS.8.E.1.Pa.a: Recognize that people work for incentives. <p>Remarks/Examples</p> <p>Examples are Triangular Trade, colonial development - New England, Middle, and Southern colonies - Revolutionary War, Manifest Destiny, compromises over slavery issues, the Civil War, Reconstruction.</p>
<p>SS.8.E.2.1 :</p>	<p>Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p>

	<p>Belongs to: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.E.2.In.a: Identify contributions of entrepreneurs, inventors, or other key individuals from diverse backgrounds in the development of the United States economy. • SS.8.E.2.Su.a: Recognize contributions of entrepreneurs, inventors, or other key individuals from diverse backgrounds in the development of the United States economy. • SS.8.E.2.Pa.a: Recognize a contribution of a person to the economy.
<p>SS.8.E.2.2 :</p>	<p>Explain the economic impact of government policies. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.E.2.In.b: Identify an economic impact of government actions in United States history, such as the Constitutional power to collect taxes and compromises over slavery. • SS.8.E.2.Su.b: Recognize the economic impact of a government action in United States history, such as the power to collect taxes and compromises over slavery. • SS.8.E.2.Pa.b: Recognize that the government collects taxes. <p>Remarks/Examples</p> <p>Examples are mercantilism, colonial establishment, Articles of Confederation, Constitution, compromises over slavery.</p>
<p>SS.8.E.2.3 :</p>	<p>Assess the role of Africans and other minority groups in the economic development of the United States. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.E.2.In.c: Identify the influence and contributions of Africans and other minorities in the economic development of

	<p>the United States.</p> <ul style="list-style-type: none"> • SS.8.E.2.Su.c: Recognize contributions of Africans or other minorities in the economic development of the United States. • SS.8.E.2.Pa.c: Recognize a contribution of a person to the economy.
<p>SS.8.E.3.1 :</p>	<p>Evaluate domestic and international interdependence. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.E.3.In.a: Identify examples of domestic and international interdependence, such as regional exchange of resources. • SS.8.E.3.Su.a: Recognize ways that countries are interdependent, such as exchange of resources. • SS.8.E.3.Pa.a: Recognize that groups depend on each other. <p>Remarks/Examples</p> <p>Examples are triangular trade routes and regional exchange of resources.</p>
<p>SS.8.G.1.1 :</p>	<p>Use maps to explain physical and cultural attributes of major regions throughout American history. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand how to use maps and other geographic representations, tools, and technology to report information.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.G.1.In.a: Use maps to identify physical and cultural attributes of major regions of the United States throughout American history. • SS.8.G.1.Su.a: Use maps to recognize physical or cultural attributes of major regions of the United States. • SS.8.G.1.Pa.a: Use a map to recognize a physical or cultural attribute of the United States.
<p>SS.8.G.1.2 :</p>	<p>Use appropriate geographic tools and terms to identify and describe significant places and regions in American history. Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p>

	<p>Belongs to: Understand how to use maps and other geographic representations, tools, and technology to report information.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.G.1.In.b: Use appropriate geographic terms and tools to identify places and regions in American history. • SS.8.G.1.Su.b: Use appropriate geographic tools to recognize places and regions of the United States. • SS.8.G.1.Pa.b: Use a map to recognize a physical or cultural attribute of the United States.
<p>SS.8.G.2.1 :</p>	<p>Identify the physical elements and the human elements that define and differentiate regions as relevant to American history. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand physical and cultural characteristics of places.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.G.2.In.a: Identify physical elements, such as climate and terrain, and human elements—religion and economy—that explain settlement patterns in regions of the United States over time. • SS.8.G.2.Su.a: Recognize physical elements, such as climate and terrain, and human elements—religion and economy—that affected where people settled in the United States. • SS.8.G.2.Pa.a: Recognize the effect of a physical element of a place, such as climate or terrain, on people. <p>Remarks/Examples</p> <p>Examples of physical elements are climate, terrain, resources. Examples of human elements are religion, government, economy, language, demography.</p>
<p>SS.8.G.2.2 :</p>	<p>Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand physical and cultural characteristics of places.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.G.2.In.b: Use geographic terms and tools to describe

	<p>areas of the United States that have experienced critical economic or physical changes, such as flooding, earthquakes, or oil spills from ships.</p> <ul style="list-style-type: none"> • SS.8.G.2.Su.b: Use geographic tools to identify areas in the United States that have experienced a critical economic or physical change, such as flooding, earthquakes, or oil spills from ships. • SS.8.G.2.Pa.b: Recognize a change in a place due to a natural disaster or other event in the United States. <p>Remarks/Examples</p> <p>Examples are cataclysmic natural disasters, shipwrecks.</p>
<p>SS.8.G.2.3 :</p>	<p>Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand physical and cultural characteristics of places.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.G.2.In.c: Use geographic terms and tools to examine how selected regions in the United States have changed over time. • SS.8.G.2.Su.c: Use geographic tools to identify a way that a region in the United States has changed over time. • SS.8.G.2.Pa.c: Recognize a change in a place due to a natural disaster or other event in the United States.
<p>SS.8.G.3.1 :</p>	<p>Locate and describe in geographic terms the major ecosystems of the United States. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the relationships between the Earth's ecosystems and the populations that dwell within them.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.G.3.In.a: Locate and identify characteristics of major ecosystems of the United States. • SS.8.G.3.Su.a: Locate and recognize characteristics of selected major ecosystems of the United States. • SS.8.G.3.Pa.a: Recognize a characteristic of a major ecosystem.
<p>SS.8.G.3.2 :</p>	<p>Use geographic terms and tools to explain differing perspectives on</p>

	<p>the use of renewable and non-renewable resources in the United States and Florida over time. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the relationships between the Earth's ecosystems and the populations that dwell within them.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.G.3.In.b: Use geographic terms and tools to identify different opinions on the use of renewable and non-renewable resources in the United States and Florida. • SS.8.G.3.Su.b: Use geographic tools to recognize ways that people have used renewable and non-renewable resources in the United States and Florida. • SS.8.G.3.Pa.b: Recognize a resource as recyclable.
<p>SS.8.G.4.1 :</p>	<p>Interpret population growth and other demographic data for any given place in the United States throughout its history. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the characteristics, distribution, and migration of human populations.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.G.4.In.a: Identify changes in population for selected places in the United States over time. • SS.8.G.4.Su.a: Recognize changes in population for selected places in the United States over time. • SS.8.G.4.Pa.a: Recognize that change is a characteristic of population.
<p>SS.8.G.4.2 :</p>	<p>Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the characteristics, distribution, and migration of human populations.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.G.4.In.b: Use geographic terms and tools to examine effects of migration to and within the United States, such as westward expansion and crossing the Mexican border. • SS.8.G.4.Su.b: Use geographic tools to recognize effects of

	<p>migration within the United States, such as westward expansion.</p> <ul style="list-style-type: none"> • SS.8.G.4.Pa.b: Recognize that change is a characteristic of population.
<p>SS.8.G.4.3 :</p>	<p>Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the characteristics, distribution, and migration of human populations.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.G.4.In.c: Use geographic terms and tools to identify characteristics of different cultures that spread to different regions of the United States over time. • SS.8.G.4.Su.c: Use geographic tools to recognize characteristics of different cultures that spread to different regions of the United States over time. • SS.8.G.4.Pa.c: Use a geographic tool to recognize characteristics of trade, culture, or migration.
<p>SS.8.G.4.4 :</p>	<p>Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand the characteristics, distribution, and migration of human populations.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.G.4.In.d: Use geographic tools or case studies to identify the role that selected regions play in influencing trade, migration, and cultural interaction in the United States over time. • SS.8.G.4.Su.d: Use geographic tools to recognize the role that selected regions play in influencing trade, migration, and cultural interaction in the United States over time. • SS.8.G.4.Pa.d: Use a geographic tool to recognize characteristics of trade, culture, or migration.
<p>SS.8.G.4.5 :</p>	<p>Use geographic terms and tools to analyze case studies of the</p>

	<p>development, growth, and changing nature of cities and urban centers in the United States over time.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Understand the characteristics, distribution, and migration of human populations.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.G.4.In.e: Use geographic terms and tools to identify changes in cities and urban centers in the United States over time. • SS.8.G.4.Su.e: Use geographic tools to recognize changes in cities and urban centers in the United States over time. • SS.8.G.4.Pa.e: Recognize characteristics of a city.
<p>SS.8.G.4.6 :</p>	<p>Use political maps to describe changes in boundaries and governance throughout American history.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Understand the characteristics, distribution, and migration of human populations.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.G.4.In.f: Use political maps to identify changes in boundaries of the United States throughout American history. • SS.8.G.4.Su.f: Use political maps to recognize changes in boundaries of the United States throughout American history. • SS.8.G.4.Pa.f: Use a map to recognize a boundary.
<p>SS.8.G.5.1 :</p>	<p>Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p> <p>Belongs to: Understand how human actions can impact the environment.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.G.5.In.a: Identify ways humans depend on the physical environment and natural resources to satisfy basic needs in their local environments in the United States. • SS.8.G.5.Su.a: Recognize ways that humans depend on the physical environment and natural resources to satisfy basic needs in their local environments in the United States.

	<ul style="list-style-type: none"> • SS.8.G.5.Pa.a: Recognize that people use natural resources to satisfy basic needs.
<p>SS.8.G.5.2 :</p>	<p>Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand how human actions can impact the environment.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.G.5.In.b: Identify impacts of selected human modifications, such as deforestation and agriculture, on the environment in the United States throughout history. • SS.8.G.5.Su.b: Recognize impacts of a selected human modification, such as deforestation, on the environment in the United States. • SS.8.G.5.Pa.b: Recognize the impact of a human modification on the environment. <p>Remarks/Examples</p> <p>Examples are deforestation, urbanization, agriculture.</p>
<p>SS.8.G.6.1 :</p>	<p>Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history. Cognitive Complexity: N/A Date Adopted or Revised: 12/08 Belongs to: Understand how to apply geography to interpret the past and present and plan for the future.</p> <p>Access Points:</p> <ul style="list-style-type: none"> • SS.8.G.6.In.a: Use maps and other graphic representations to describe geographic problems and changes in the United States over time. • SS.8.G.6.Su.a: Use a map or other graphic representation to identify a geographic problem or change in the United States. • SS.8.G.6.Pa.a: Use a map or other graphic representation to recognize a geographic change.
<p>SS.8.G.6.2 :</p>	<p>Illustrate places and events in U.S. history through the use of narratives and graphic representations. Cognitive Complexity: N/A Date Adopted or Revised: 12/08</p>

Belongs to: [Understand how to apply geography to interpret the past and present and plan for the future.](#)

Access Points:

- [SS.8.G.6.In.b](#): Illustrate a place or event in United States history using a narrative and graphic representation, such as a map, graph, or table.
- [SS.8.G.6.Su.b](#): Illustrate a place or event in United States history using a graphic representation, such as a map, graph, or table.
- [SS.8.G.6.Pa.b](#): Create a simple representation about a place or event in the United States.

Remarks/Examples

Examples are maps, graphs, tables.



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Course: Unique Skills: Curriculum and Learning 6-8- 7863040

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BASIC INFORMATION

Course Title:	Unique Skills: Curriculum and Learning 6-8
Course Number:	7863040
Grade Levels:	6,7,8
Grade Level(s):	6, 7, 8
Course Abbreviated Title:	U SKLS: CURR&LRN 6-8
Course Path:	Section: Exceptional Student Education Grade Group: Middle/Junior High Subject: Special Skills Courses
Course length:	Semester (S)
Status:	Draft - Board Approval Pending
General Notes:	<p>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).</p> <p>This course is designed for students with disabilities who need intensive individualized intervention in curriculum and learning skills and strategies.</p> <p>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.</p>

	<p>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.</p> <p>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.</p>
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STANDARDS (16)

<u>US.PK12.CL.1.1b:</u>	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.
<u>US.PK12.CL.1.1c:</u>	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.
<u>US.PK12.CL.1.2b:</u>	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.
<u>US.PK12.CL.1.3b:</u>	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.
<u>US.PK12.CL.1.3c:</u>	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.
<u>US.PK12.CL.1.4b:</u>	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.
<u>US.PK12.CL.1.5:</u>	Use effective test-taking skills and strategies, such as previewing, allocating time, outlining response to essays and short and extended responses, and reviewing answers.
<u>US.PK12.CL.2.1b:</u>	Use effecting task-completion strategies, such as identifying needed resources, planning steps for completion, and self-monitoring.
<u>US.PK12.CL.2.2b:</u>	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.
<u>US.PK12.CL.3.1b:</u>	Apply skills and strategies to solve personal, school, community, and work problems.
<u>US.PK12.CL.3.2a:</u>	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.
<u>US.PK12.CL.3.2b:</u>	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.
<u>US.PK12.CL.3.3b:</u>	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.
<u>US.PK12.CL.3.4:</u>	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.
<u>US.PK12.CL.3.5:</u>	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.
<u>US.PK12.CL.3.6:</u>	Use effective time management and organization skills and strategies to complete class and work assignments.



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Unique Skills Independent Functioning: 6-8-7863030

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BASIC INFORMATION

Course Title:	Unique Skills Independent Functioning: 6-8
Course Number:	7863030
Grade Levels:	6,7,8
Course Abbreviated Title:	U SKLS: IND FUNC 6-8
Course Path:	Section: Exceptional Student Education Grade Group: Middle/Junior High Subject: Special Skills Courses
Course length:	Semester (S)
Status:	Draft - Board Approval Pending
General Notes:	<p>The purpose of this course is to enable students with disabilities to achieve independence in daily living activities in educational, home, and community settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).</p> <p>This course is designed for students with disabilities whose IEP indicates the need for intensive individualized intervention in independent functioning.</p> <p>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.</p> <p>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</p>

	<p>acquisition, practice, generalization, and maintenance of skills. These applications may require that the student use related technology, tools, and equipment.</p> <p>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.</p>
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STANDARDS (24)

<u>US.PK12.IF.1 Self-Care Skills</u>	
<u>US.PK12.IF.1.1 :</u>	<p>Carry out personal care and hygiene routines, such as keeping clean, grooming and toileting.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Self-Care Skills</p>
<u>US.PK12.IF.1.10 :</u>	<p>Recognize and convey personal information, including determining when to keep such information confidential.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Self-Care Skills</p>
<u>US.PK12.IF.1.11b :</u>	<p>Apply skills of self-advocacy and self-determination in a variety of situations, such as communicating interests and preferences in planning for the future.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Self-Care Skills</p>
<u>US.PK12.IF.1.2 :</u>	<p>Manage own clothing, such as dressing and selecting clothing items.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Self-Care Skills</p>
<u>US.PK12.IF.1.3 :</u>	<p>Perform positive health practices, including preventative health care and fitness.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Self-Care Skills</p>
<u>US.PK12.IF.1.4 :</u>	<p>Communicate need for medical assistance, such as indicating an illness or injury.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Self-Care Skills</p>
<u>US.PK12.IF.1.5 :</u>	<p>Identify and perform approved medical procedures, as appropriate, such as using an inhaler.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Self-Care Skills</p>

<u>US.PK12.IF.1.6 :</u>	Demonstrate skills required for eating, such as using common utensils and opening packages. Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: <u>Self-Care Skills</u>
<u>US.PK12.IF.1.7 :</u>	Select food based on available options, preference, and nutritional value. Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: <u>Self-Care Skills</u>
<u>US.PK12.IF.1.8 :</u>	Follow safety procedures and routines for preparing food. Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: <u>Self-Care Skills</u>
<u>US.PK12.IF.1.9 :</u>	Use knowledge and skills to maintain and enhance personal safety, such as handling dangerous situations and emergencies, and preventing abuse. Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: <u>Self-Care Skills</u>
<u>US.PK12.IF.2 Community Participation</u>	
<u>US.PK12.IF.2.1 :</u>	Participate in individual and group recreation/leisure activities. Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: <u>Community Participation</u>
<u>US.PK12.IF.2.2a :</u>	Select and engage in volunteer activities in school or community, such as recycling, litter patrol, or collecting money for a charity. Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: <u>Community Participation</u>
<u>US.PK12.IF.2.3b :</u>	Use specific knowledge and skills when completing activities involving managing money, such as budgeting, shopping, and purchasing. Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: <u>Community Participation</u>
<u>US.PK12.IF.2.4 :</u>	Apply acceptable eating and social skills when dining in a variety of establishments or settings. Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: <u>Community Participation</u>
<u>US.PK12.IF.2.5b :</u>	Identify and follow rules when using various modes of transportation to access the community. Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: <u>Community Participation</u>
<u>US.PK12.IF.2.6 :</u>	Demonstrate how to use technological tools to access services and commodities in the community. Cognitive Complexity: N/A Date Adopted or Revised: N/A

Belongs to: [Community Participation](#)

[US.PK12.IF.3 Task Completion](#)

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

[US.PK12.IF.4 Functioning within Settings](#)

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



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Speech and Auditory Training: 6-8- 7863020

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse5184.aspx>

BASIC INFORMATION

Course Title:	Speech and Auditory Training: 6-8
Course Number:	7863020
Grade Level(s):	6, 7, 8
Course Abbreviated Title:	SPEECH AUD TRAIN:6-8
Course Path:	Section: Exceptional Student Education Grade Group: Middle/Junior High Subject: Special Skills Courses
Course length:	Semester (S)
Status:	Draft - Board Approval Pending
General Notes:	<p>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).</p> <p>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.</p> <p>Instructional activities should be age appropriate and include a variety of learning opportunities. Activities involving practical applications may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills.</p>

STANDARDS (11)

SA.PK12.CM.1.1:	Discriminate, identify, and produce suprasegmental elements of speech, including pitch, loudness, and duration.
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<u>SA.PK12.CM.2.1:</u>	Discriminate, identify, and produce vowel, diphthong, and consonant sounds by manner and place of articulation and voicing.
<u>SA.PK12.CM.3.1:</u>	Discriminate, identify, and produce sounds correctly in words and connected speech in a meaningful way.
<u>SA.PK12.MD.1.1:</u>	Demonstrate consistent and independent use of listening devices.
<u>SA.PK12.MD.2.1:</u>	Maintain (clean, care for, and troubleshoot) personal listening device.
<u>SA.PK12.MD.2.2:</u>	Advocate for appropriate accommodations to compensate for deafness or hearing loss.
<u>SA.PK12.MD.3.1:</u>	Demonstrate awareness of speech and nonspeech sounds.
<u>SA.PK12.MD.4.1:</u>	Listen to, retrieve, and imitate speech and spoken language.
<u>SA.PK12.MD.5.1:</u>	Indicate similarities and differences between two or more sounds or spoken words.
<u>SA.PK12.MD.6.1:</u>	When given a set of choices, identify words, phrases, and sentences that differ by manner, voicing, and place of articulation.
<u>SA.PK12.MD.7.1:</u>	Demonstrate understanding of spoken language by responding in a meaningful way (listening to learn).



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Course: Unique Skills: 6-8- 7863010

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page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse5172.aspx>

BASIC INFORMATION

Course Title:	Unique Skills: 6-8
Course Number:	7863010
Course Abbreviated Title:	U SKLS: 6-8
Course Path:	Section: Exceptional Student Education Grade Group: Middle/Junior High Subject: Special Skills Courses
Course length:	Semester (S)
Status:	Draft - Board Approval Pending
General Notes:	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>

STANDARDS (103)

US.PK12.CL.1 Learning Skills and Strategies

<p><u>US.PK12.CL.1.1a :</u></p>	<p>Apply fundamental skills and strategies (associating objects, pictures, and symbols with words and concepts, recognizing and decoding words, and paraphrasing and summarizing text) to recall and understand information from visual, print, and/or digital text or audio presentations for real-world application, such as completing assignments in school, listening to stories, and following instructions.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Learning Skills and Strategies</p>
<p><u>US.PK12.CL.1.1b :</u></p>	<p>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.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Learning Skills and Strategies</p>
<p><u>US.PK12.CL.1.1c :</u></p>	<p>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.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Learning Skills and Strategies</p>
<p><u>US.PK12.CL.1.2b :</u></p>	<p>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.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Learning Skills and Strategies</p>
<p><u>US.PK12.CL.1.2c :</u></p>	<p>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.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Learning Skills and Strategies</p>

<p><u>US.PK12.CL.1.3b :</u></p>	<p>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.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: N/A</p> <p>Belongs to: Learning Skills and Strategies</p>
<p><u>US.PK12.CL.1.3c :</u></p>	<p>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.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: N/A</p> <p>Belongs to: Learning Skills and Strategies</p>
<p><u>US.PK12.CL.1.4b :</u></p>	<p>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.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: N/A</p> <p>Belongs to: Learning Skills and Strategies</p>
<p><u>US.PK12.CL.1.4c :</u></p>	<p>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.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: N/A</p> <p>Belongs to: Learning Skills and Strategies</p>
<p><u>US.PK12.CL.1.5 :</u></p>	<p>Use effective test-taking skills and strategies, such as previewing, allocating time, outlining response to essays and short and extended responses, and reviewing answers.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: N/A</p> <p>Belongs to: Learning Skills and Strategies</p>
<p><u>US.PK12.CL.1.6 :</u></p>	<p>Select and apply effective problem-solving skills and strategies to solve personal, academic, and community-based problems.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: N/A</p> <p>Belongs to: Learning Skills and Strategies</p>
<p><u>US.PK12.CL.2 Task Management</u></p>	
<p><u>US.PK12.CL.2.1b :</u></p>	<p>Use effecting task-completion strategies, such as identifying needed resources, planning steps for completion, and self-monitoring.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: N/A</p> <p>Belongs to: Task Management</p>

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 | Date Adopted or Revised: N/A
Belongs to: [Task Management](#)

US.PK12.CL.2.3 :

Use effective test-taking skills and strategies, such as previewing, planning a response to open-ended questions, and reviewing answers.

Cognitive Complexity: N/A | 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 | 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 | 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 | 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 | 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 | 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 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 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 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 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 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 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 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 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 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 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 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 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 Date Adopted or Revised: N/A Belongs to: Speaking
US.PK12.CM.2.7 :	Clarify and explain words and ideas. Cognitive Complexity: N/A 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 Date Adopted or Revised: N/A Belongs to: Speaking
US.PK12.CM.2.9 :	Recognize and repair communication breakdowns. Cognitive Complexity: N/A 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 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 Date Adopted or Revised: N/A

	Belongs to: Pragmatics
<u>US.PK12.CM.3.3b :</u>	Follow rules for conversations, including staying on topic, taking turns, and initiating and ending conversations appropriately. Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Pragmatics

US.PK12.CM.4 Communication Systems

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

US.PK12.IF.1 Self-Care Skills

<u>US.PK12.IF.1.1 :</u>	Carry out personal care and hygiene routines, such as keeping clean, grooming and toileting. Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Self-Care Skills
<u>US.PK12.IF.1.10 :</u>	Recognize and convey personal information, including determining when to keep such information confidential. Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Self-Care Skills
<u>US.PK12.IF.1.11b :</u>	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 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 | 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 | 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 | 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 | 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 | 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 | 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 | 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 | Date Adopted or Revised: N/A

Belongs to: [Self-Care Skills](#)

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 | 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 | 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 | 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 | 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 | 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 | 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 | 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 | 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 | 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 | 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 | 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 | 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 | 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 | 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 | 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 | 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 | 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 | 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 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 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 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 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 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 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 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 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
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alignment, and locating dropped objects.

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

Belongs to: [Self-Regulation](#)

[US.PK12.SE.1.4 :](#)

Demonstrate acceptable ways to express strong personal feelings, such as excitement, joy, frustration, fear, and anger.

Cognitive Complexity: N/A | 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 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 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 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 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 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 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 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 Date Adopted or Revised: N/A Belongs to: Interpersonal Relationships
US.PK12.SE.2.7b :	Use conflict resolution strategies to resolve differences, such as

	<p>communicate, negotiate, or mediate. Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Interpersonal Relationships</p>
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[US.PK12.SE.3 Relationships Across Settings](#)

<u>US.PK12.SE.3.1 :</u>	<p>Maintain appropriate behavior by following rules in classroom and school settings. Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Relationships Across Settings</p>
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<u>US.PK12.SE.3.2b :</u>	<p>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 Date Adopted or Revised: N/A Belongs to: Relationships Across Settings</p>
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<u>US.PK12.SE.3.3 :</u>	<p>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 Date Adopted or Revised: N/A Belongs to: Relationships Across Settings</p>
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<u>US.PK12.SE.3.4 :</u>	<p>Use a systematic approach for problem solving and decision making to resolve problems in school, community, and work settings. Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Relationships Across Settings</p>
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<u>US.PK12.SE.3.5 :</u>	<p>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 Date Adopted or Revised: N/A Belongs to: Relationships Across Settings</p>
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[US.PK12.SE.4 Social Skills and Strategies](#)

<u>US.PK12.SE.4.1 :</u>	<p>Use appropriate social and interpersonal skills and strategies to interact with peers and adults for various purposes across settings. Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Social Skills and Strategies</p>
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Course: Unique Skills Social and Emotional: 6-8- 7863000

Direct link to this

page:<http://www.cpalms.org/Courses/CoursePagePublicPreviewCourse5158.aspx>

BASIC INFORMATION

Course Title:	Unique Skills Social and Emotional: 6-8
Course Number:	7863000
Course Abbreviated Title:	U SKLS: SOC&EMO 6-8
Course Path:	Section: Exceptional Student Education Grade Group: Middle/Junior High Subject: Special Skills Courses
Course length:	Semester (S)
Status:	Draft - Board Approval Pending
General Notes:	<p>The purpose of this course is to enable students with disabilities to acquire and generalize skills related to self management and interpersonal relationships in educational, home, and community settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).</p> <p>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.</p> <p>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.</p> <p>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</p>

	<p>acquisition, practice, generalization, and maintenance of skills.</p> <p>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.</p>
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STANDARDS (18)

<u>US.PK12.SE.1 Self-Regulation</u>	
<u>US.PK12.SE.1.1b :</u>	<p>Identify personal emotions and feelings and their impact on physical and mental well-being.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: N/A</p> <p>Belongs to: Self-Regulation</p>
<u>US.PK12.SE.1.2a :</u>	<p>Identify personal strengths and areas of need.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: N/A</p> <p>Belongs to: Self-Regulation</p>
<u>US.PK12.SE.1.3 :</u>	<p>Express a range of personal emotions and feelings in a socially acceptable manner.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: N/A</p> <p>Belongs to: Self-Regulation</p>
<u>US.PK12.SE.1.4 :</u>	<p>Demonstrate acceptable ways to express strong personal feelings, such as excitement, joy, frustration, fear, and anger.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: N/A</p> <p>Belongs to: Self-Regulation</p>
<u>US.PK12.SE.1.5b :</u>	<p>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.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: N/A</p> <p>Belongs to: Self-Regulation</p>
<u>US.PK12.SE.1.6 :</u>	<p>Self-advocate for personal needs in a socially appropriate manner.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: N/A</p> <p>Belongs to: Self-Regulation</p>
<u>US.PK12.SE.1.7b :</u>	<p>Demonstrate self-esteem, self-confidence, and pride, such as through self-affirmations, persistence, and self-monitoring.</p> <p>Cognitive Complexity: N/A Date Adopted or Revised: N/A</p> <p>Belongs to: Self-Regulation</p>

US.PK12.SE.2 Interpersonal Relationships

<u>US.PK12.SE.2.1a :</u>	Identify a range of emotions and feelings of others. Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Interpersonal Relationships
<u>US.PK12.SE.2.2 :</u>	Respond in a socially appropriate manner to emotions and feelings of others. Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Interpersonal Relationships
<u>US.PK12.SE.2.3 :</u>	Identify and maintain behaviors that build positive relationships with peers and adults, including friendships, family relations, and cooperating with peers. Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Interpersonal Relationships
<u>US.PK12.SE.2.4 :</u>	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 Date Adopted or Revised: N/A Belongs to: Interpersonal Relationships
<u>US.PK12.SE.2.5 :</u>	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 Date Adopted or Revised: N/A Belongs to: Interpersonal Relationships
<u>US.PK12.SE.2.6 :</u>	Work cooperatively in small groups to achieve common outcomes. Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Interpersonal Relationships
<u>US.PK12.SE.2.7b :</u>	Use conflict resolution strategies to resolve differences, such as communicate, negotiate, or mediate. Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Interpersonal Relationships

US.PK12.SE.3 Relationships Across Settings

<u>US.PK12.SE.3.2b :</u>	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 Date Adopted or Revised: N/A Belongs to: Relationships Across Settings
<u>US.PK12.SE.3.3 :</u>	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 Date Adopted or Revised: N/A Belongs to: Relationships Across Settings
<u>US.PK12.SE.3.4 :</u>	Use a systematic approach for problem solving and decision making to resolve problems in school, community, and work settings. Cognitive Complexity: N/A Date Adopted or Revised: N/A Belongs to: Relationships Across Settings
<u>US.PK12.SE.3.5 :</u>	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 Date Adopted or Revised: N/A Belongs to: Relationships Across Settings



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Course: Career Education: 6-8 Career Education and Planning- 7821030

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BASIC INFORMATION

Course Title:	Career Education: 6-8 Career Education and Planning
Course Number:	7821030
Course Abbreviated Title:	CAR ED: 6-8 CAR ED PLAN
Course Path:	Section: Exceptional Student Education Grade Group: Middle/Junior High Subject: Academics - Subject Areas
Status:	Draft - Board Approval Pending
General Notes:	<p>A. Major Concepts/Content. The purpose of this course is to develop the knowledge and skills to enable students with disabilities to design and begin to implement personal plans for achieving their desired postschool outcomes. Emphasis should be placed on exploring careers and gaining knowledge about the expectations, skills, and training required by various careers. The personal plans may address all critical transition service areas, including instruction, related services, community experiences, employment, postschool adult living, and, if needed, daily living skills and functional vocational evaluation.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none">• personal and career planning• information about careers• diploma options and post-secondary education• community involvement and participation• personal care• interpersonal relationships• communication

- use of leisure time

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

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

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

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

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

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

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

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the

	<p>student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.</p>
<p>Verion Requirements:</p>	<p>C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the State Standards for Special Diploma that are most relevant to this course. Students are expected to make progress, but are not required to master benchmarks listed for this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the State Standards for Special Diploma.</p> <p>After successfully completing this course, the student will:</p> <p>1. Use a planning process to begin to establish personal and career goals. IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks. IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support. IF.B.1.Pa.1 participate in expressing personal needs—with assistance.</p> <p>2. Demonstrate awareness of career options. CL.C.1.In.1 use knowledge of occupations and characteristics of the workplace in making career choices. CL.C.1.Su.1 recognize expectations of occupations and characteristics of the workplace in making career choices—with guidance and support. CL.C.1.Pa.1 show willingness or interest in participating in work or community activities—with assistance.</p> <p>3. Demonstrate awareness of entry level job responsibilities and social competencies necessary for successful employment. 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.</p> <p>4. 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.</p>

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

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

6. Demonstrate awareness of the role of self-advocacy in personal life and in the workplace.

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

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

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

8. Identify strategies and problem solving skills for completing tasks at school, in the home, and in the community.

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

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

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

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

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

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

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

9. Demonstrate awareness of contributing factors for positive self-esteem and personal feelings of efficacy.

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

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

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

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

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

11. Demonstrate knowledge of budgeting to manage personal funds effectively.

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

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

12. Demonstrate safe travel skills within the school and community including using public or private transportation, if appropriate.

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

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

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

13. Demonstrate awareness of appropriate activities for recreation and leisure.

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

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

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

14. Demonstrate awareness of the nature and importance of community involvement and participation for all citizens.

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

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

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

15. Demonstrate effective communication skills used in school, home, and community settings.

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

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

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

SE.A.1.In.1 cooperate in a variety of group situations.
SE.A.1.In.2 assist in establishing and meeting group goals.
SE.A.1.In.3 function effectively within formal organizations.
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.1.Pa.1 participate effectively in group 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.



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	<p>responses to literature, and adjust oral language, body language, eye contact, gestures, technology and supporting graphics appropriate to the situation. Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Listening and Speaking</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.6.5.2.In.b: Give oral presentations about topics using appropriate language choices, body language, and eye contact. • LA.6.5.2.Su.b: Give informal oral presentations to retell stories or personal experiences using appropriate language choices and body language. • LA.6.5.2.Pa.b: Use language to communicate information in classroom activities.
<p>LA.6.6.1.1 :</p>	<p>The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Informational Text</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.6.6.1.In.a: Locate information in text features (e.g. table of contents, headings, simple charts and maps, text styles, glossary) • LA.6.6.1.Su.a: Identify information in text features (e.g. illustrations, title, table of contents, headings). • LA.6.6.1.Pa.a: Use familiar pictures, symbols, or words to complete tasks in classroom or school activities.
<p>LA.6.6.1.2 :</p>	<p>The student will use information from a variety of consumer (e.g., warranties, instructional manuals), workplace (e.g., applications, contracts) and other documents to explain a situation and justify a decision; and Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Informational Text</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.6.6.1.In.b: Use sources of information (e.g., consumer, workplace, other real-world situations) to follow instructions and procedures, solve problems, and make decisions. • LA.6.6.1.Su.b: Use easy-to-read informational materials (e.g., consumer, workplace, other real-world situations) with graphics to follow instructions, solve problems, and perform tasks.

	<ul style="list-style-type: none"> • LA.6.6.1.Pa.a: Use familiar pictures, symbols, or words to complete tasks in classroom or school activities.
<p>LA.6.6.1.3 :</p>	<p>The student will create a technical manual or solve a problem. Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Informational Text</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.6.6.1.In.b: Use sources of information (e.g., consumer, workplace, other real-world situations) to follow instructions and procedures, solve problems, and make decisions. • LA.6.6.1.Su.b: Use easy-to-read informational materials (e.g., consumer, workplace, other real-world situations) with graphics to follow instructions, solve problems, and perform tasks. • LA.6.6.1.Pa.a: Use familiar pictures, symbols, or words to complete tasks in classroom or school activities.
<p>LA.6.6.2.1 :</p>	<p>The student will select a topic for inquiry, formulate a search plan, and apply evaluative criteria (e.g., relevance, accuracy, organization, validity, currentness) to select and use appropriate resources; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Research Process</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.6.6.2.In.a: Select a topic for inquiry and use a predetermined search plan to select reference materials (e.g. nonfiction books, dictionaries, digital references, software). • LA.6.6.2.Su.a: Ask questions for a search on a topic and locate information in teacher-recommended digital or print references or other sources. • LA.6.6.2.Pa.a: Select an object to explore and use a teacher-recommended source for information.
<p>LA.6.6.2.2 :</p>	<p>The student will collect, evaluate and summarize information using a variety of techniques from multiple sources (e.g., encyclopedias, websites, experts) that includes paraphrasing to convey ideas and details from the source, main idea(s) and relevant details; Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Research Process</p>

	<p>Access Points:</p> <ul style="list-style-type: none"> • LA.6.6.2.In.b: Identify information from references to answer search questions. • LA.6.6.2.Su.b: Use information from teacher-recommended references or other sources to answer search questions. • LA.6.6.2.Pa.b: Select pictures, symbols, or words that relate to the selected object or picture and seek assistance to clarify meaning of pictures, symbols, or words.
<p>LA.6.6.2.3 :</p>	<p>The student will write an informational report that includes a focused topic, appropriate facts and relevant details, a logical sequence, a concluding statement, and list of sources used; and Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Research Process</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.6.6.2.In.c: Write a report that includes a title, main idea(s) and relevant details in an organized sequence with a closing statement, and a list of sources used. • LA.6.6.2.Su.c: Write a simple report that includes a title, relevant details, illustrations or graphics, and a list of sources used. • LA.6.6.2.Pa.c: Communicate information about the selected object or picture using pictures, symbols, or words.
<p>LA.6.6.2.4 :</p>	<p>The student will explain and demonstrate an understanding of the importance of ethical research practices, including the need to avoid plagiarism, and know the associated consequences. Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Research Process</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.6.6.2.In.d: Record simple bibliographic data and identify ethical practices for using information (e.g. not claiming ownership of others' ideas). • LA.6.6.2.Su.d: Identify the titles of references or other sources used to answer search questions. • LA.6.6.2.Pa.d: Identify objects, books, and print material that belong to others.

<p>LA.6.6.3.1 :</p>	<p>The student will analyze ways that production elements (e.g., graphics, color, motion, sound, digital technology) affect communication across the media; and Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Media Literacy</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.6.6.3.In.a: Identify how production elements (e.g. graphics, color, sound) enhance communication in media. • LA.6.6.3.Su.a: Recognize production elements (e.g. color, sound, motion) used in media. • LA.6.6.3.Pa.a: Respond to production elements (e.g. motion, sound, color) used in media.
<p>LA.6.6.3.2 :</p>	<p>The student will demonstrate the ability to select and ethically use media appropriate for the purpose, occasion, and audience. Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Media Literacy</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.6.6.3.In.b: Select media to enhance communication. • LA.6.6.3.Su.b: Use teacher-recommended media to communicate information. • LA.6.6.3.Pa.a: Respond to production elements (e.g. motion, sound, color) used in media.
<p>LA.6.6.4.1 :</p>	<p>The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, online); and Cognitive Complexity: N/A Date Adopted or Revised: 01/07 Belongs to: Technology</p> <p>Access Points:</p> <ul style="list-style-type: none"> • LA.6.6.4.In.a: Use appropriate available technologies to enhance communication. • LA.6.6.4.Su.a: Use an appropriate available technology to enhance communication. • LA.6.6.4.Pa.a: Use an appropriate available technology to enhance communication.
<p>LA.6.6.4.2 :</p>	<p>The student will determine and apply digital tools (e.g., word processing,</p>

multimedia authoring, web tools, graphic organizers) to publications and presentations.

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

Belongs to: [Technology](#)

Access Points:

- [LA.6.6.4.In.b](#): Use digital tools for publishing or presenting a topic or story with text and graphics.
- [LA.6.6.4.Su.b](#): Use digital tools to present a topic or story.
- [LA.6.6.4.Pa.b](#): Use a technology tool to communicate information.



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