

# Spartanburg County Occupational Credential Curriculum Framework

(Aligned to Common Core)

## Spartanburg Transition Advisory Council Members

District One – Jennifer Henson  
District Two – Michelle Cole  
District Three – Teresa Brown  
District Five – April Howell  
District Six – Janet Holmes, Angie Slatton  
District Seven – Rhonda Mumford



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# **Spartanburg County Occupational Credential Framework**

## ***Purpose:***

The Spartanburg County Occupational Credential (NOT a state diploma) is designed as a curriculum framework for students with disabilities incorporating rigorous academic and vocational standards. The framework is correlated with the requirements stated in the Individuals with Disabilities Education Act (IDEA) Public Law 105-17 and aligned with common core and South Carolina standards.

The curriculum includes “a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities, including post-secondary education, adult services, independent living, or community participation. The activities must be based upon the individual’s needs, taking into account the student’s preferences and interests, and shall include instruction, community experiences, the development of employment and other post school adult living objectives and when appropriate acquisition of daily living skills and functional vocational evaluations” (P.L. 101-476 in Bureau of Education for Exceptional Students, 1991b, p2).

## **Requirements for Spartanburg County Occupational Credential**

- Successful completion of 24 credits
- Present a completed portfolio/performance assessment at the student's 12<sup>th</sup> grade exit meeting
  - Documented Work Experiences/Vocational Courses taken
  - Standards based skills assessment/checklist
  - Sample job application
  - Sample Resume
  - Sample Cover letter
  - Other possibilities: TABE, Work Keys, Awards, etc.
- Successfully complete 360 hours of documented work experience based on Supervisor Rating Scales. This can be any combination of volunteer, paid employment, or vocational course training. The hours will be obtained between 9<sup>th</sup>-12<sup>th</sup> grades.
- Post-secondary transition plan to include work goals, training goals, and enrollment with a post-secondary agency (VR, DDSN)

# Spartanburg County Occupational Credential Transition Standards

## **TS.OC12.1.A:**

TS= Transition Standard

OC=Strand (e.g., OC = Occupations/Careers, AT= Academics/Training)

12=Grade Level

1.A=Transition Target

## Academics/Training

**(A) Transition Target: Formulate and implement a plan to access and succeed in postsecondary education or training that will help one reach future career and life goals.**

<b>Standard 1:</b>	<b><i>State the major purposes of postsecondary education and/or training.</i></b>
TS.AT12.1.A	Evaluate the outcomes of at least three different types of postsecondary education or training related to personal career planning (e.g., skills, certificates or degrees, career choices, salaries, locations, colleagues).
TS.AT11.1.A	Describe how postsecondary education or training impacts future career and life plans (e.g., skills certifications for work, skills needed to obtain and maintain employment, home management skills, community participation skills, recreation/leisure skills and opportunities).
TS.AT10.1.A	Identify four or more ways in which postsecondary learning affects personal goals and status (e.g., wider social network and experiences, increased earnings and opportunities, preparation for career).
TS.AT9.1.A	Identify at least one benefit of, or reason for, postsecondary education or training.
<b>Standard 2:</b>	<b><i>Identify postsecondary education or training area(s) of interest, preference, and/or needs (e.g., arts skilled, outdoor skilled, technical skilled, clerical skilled occupations).</i></b>
TS.AT12.2.A	Choose two postsecondary education or training areas of interest and/or need and apply these in subsequent decision-making around sources of post-school learning.
TS.AT11.2.A	Assess and select three specific potential areas of interest, preference, and/or need within postsecondary education or training, as applied to future career plans.
TS.AT10.2.A	Compare two or more broad potential areas of interest, preference and/or need based on results of academic and transition assessments and experiences.
TS.AT9.2.A	Identify at least one general area of interest, preference, and/or need related to postsecondary learning, based on results of academic and transition assessments and experiences.
<b>Standard 3:</b>	<b><i>Identify sources for postsecondary education or training opportunities (e.g., community education, residential programs, vocational programs, workforce training programs, apprenticeship programs, and certificate or degree programs at trade/technical schools.</i></b>
TS.AT12.3.A	Choose two sources of postsecondary education or training opportunities and assess their benefits related to career and life plans.
TS.AT11.3.A	Analyze five specific postsecondary education or training sources relevant to individual post-school goals and the positive and negative aspects of each.
TS.AT10.3.A	Locate postsecondary education or training information needed to make choices (e.g., program visits, career fairs, online research)
TS.AT9.3.A	Identify at least one source of postsecondary education or training opportunities, based on individual post-school goals.
TS.AT9.3.A	Identify at least one source of postsecondary education or training opportunities, based on individual post-school goals. (VR, DDSN)

**(B) Transition Target: Obtain adequate, appropriate support services, and financial assistance to facilitate success in postsecondary education or training.**

- Standard 1:** *Identify and manage eligibility and acceptance requirements for programs serving students with disabilities (e.g., referral process, eligibility criteria, assessment information, and/or school, medical, or other related records).*
- TS.AT12.1.B Complete and submit at least one application for a postsecondary support service program related to individual post-school goals.
- TS.AT11.1.B Confer with staff of one post-school support service program in order to determine eligibility and next steps.
- TS.AT10.1.B Identify eligibility criteria and application procedures for at least three postsecondary support service programs serving students with disabilities.
- TS.AT9.1.B Compare eligibility requirements for support services during Grades K-12 and during postsecondary training environments.
- Standard 2:** *State and appropriately request accommodations and/or other support needs for postsecondary education or training.*
- TS.AT12.2.B Advocate for oneself in arranging support or accommodations from one or more external service agencies (including higher education), under Section 504 and ADA guidelines.
- TS.AT11.2.B Research and locate three or more sources for support services in future setting(s) and learning program(s) (e.g., community service groups, student support services, study programs, academic support programs, and employment services).
- TS.AT10.2.B Describe personal range of needs and accommodations for learning, for at least three current or future learning environments, and demonstrate self-advocacy skills appropriate for requesting those supports.
- TS.AT9.2.B Identify and request at least one specific need or accommodation for secondary education.

**(C) Transition Target: Use technology tools and resources to support and/or supplement postsecondary education or training.**

- Standard 1:** *Recognize and use information technology tools and resources to access, manage, integrate, create, and share information within the postsecondary learning environment (e.g., multimedia technology such as Microsoft Powerpoint, HyperStudio, video, or animation; other digital and word processing tools such as highlighting, underlining, italicizing, color-coding, large print, tables, shapes, concept mapping tools/graphic organizers; spreadsheet and graphics programs; e-mail, texting, iPod or iPhone apps).*
- TS.AT12.1.C Implement the most effective information technologies to facilitate postsecondary learning in chosen settings and programs.
- TS.AT11.1.C Compare the information technologies learned and assess their utility in future environments.
- TS.AT10.1.C Learn and practice multiple information technologies to support and/or supplement secondary learning.
- TS.AT9.1.C Identify at least two information technologies that support and/or supplement secondary learning.

**Standard 2:** *Use assistive technology tools and resources to support and/or supplement postsecondary learning (e.g., text-to-speech feature, alternative keyboard, voice recognition software, digital text, books on CD/DVD, mouse, trackball, other pointing devices, scaled models, tactile materials, manipulatives, videos with captioning or oral descriptions, Microsoft Accessibility Options such as StickyKeys, MouseKeys, FilterKeys).*

TS.AT12.2.C Arrange the most effective assistive technologies to facilitate postsecondary learning in chosen settings and programs.

TS.AT11.2.C Compare and contrast the assistive technologies learned and identify the ones most relevant to personal goals.

TS.AT10.2.C Learn and practice at least two assistive technologies to support and/or supplement secondary learning.

TS.AT9.2.C Identify at least one assistive technology to support and/or supplement secondary learning.

**Standard 3:** *Evaluate effectiveness of technology to support and/or supplement postsecondary learning.*

TS.AT12.3.C Evaluate and modify the uses of information and assistive technologies as needed for future environments.

TS.AT11.3.C Experiment with multiple assistive technologies and information technologies and appraise their overall utility in future learning environments.

TS.AT10.3.C Describe times in which information and assistive technologies might be effective or ineffective in facilitating learning.

TS.AT9.3.C Identify multiple information and assistive technologies as well as situations in which these might be beneficial.

**Standard 4:** *Identify and use information and/or assistive technologies to support personal management and career activities that are linked to postsecondary learning success.*

TS.AT12.4.C Arrange the most effective learning technologies to facilitate future personal, social, community participation, or career development.

TS.AT11.4.C Learn, practice, and compare/contrast at least three learning technologies applied to personal and/or career development in both current and future settings.

TS.AT10.4.C Learn, practice, and analyze at least two learning technologies applied to personal, social, community participation, or career activities.

TS.AT9.4.C Identify personal needs for, and request, relevant technology supports in at least one personal, social, community participation, or career activity.

## Occupations/Careers

**(A) Transition Target: Identify personal career interests and aptitudes helpful to achieve Postsecondary Education, Employment, and/or Community Independent Living goals.**

**Standard 1:** *Express and document long-term goals in personal-social, occupational,*



	<i>and further learning domains.</i>
TS.OC12.1.A	Identify the future career goal of greatest interest.
TS.OC11.1.A	Express at least one specific occupational interest.
TS.OC10.1.A	Document at least one meaningful long-term goal in personal-social, occupational, and other learning domains.
TS.OC9.1.A	Identify a number of possible goals related to at least one domain (e.g., personal-social, occupational, further learning).
<b>Standard 2:</b>	<b><i>Discuss and demonstrate personal career-related skills, aptitudes, and dispositions.</i></b>
TS.OC12.2.A	Analyze and report which occupational skills are essential to individual career choice(s).
TS.OC11.2.A	Categorize five or more skills or areas of knowledge that one has acquired from a range of workplace experiences since middle school (e.g., job shadowing, information-gathering interviews, volunteer work, unpaid, and paid internships).
TS.OC10.2.A	Describe results of transition assessments that highlight career-related aptitudes and motivations.
TS.OC9.2.A	Identify three or more major skills learned through experience with hobbies, chores, and work experiences.
<b>Standard 3:</b>	<b><i>Report and document information about specific jobs and careers of interests.</i></b>
TS.OC12.3.A	Research, analyze, and report employment trends in a selected occupation.
TS.OC11.3.A	Complete and utilize at least two work-related forms and documents for obtaining employment (e.g., resumes, job applications, and tax forms).
TS.OC10.3.A	List standards and qualifications that must be met to enter at least five given industries/careers.
TS.OC9.3.A	Identify three sources of job descriptions (e.g., career guidance programs, O*NET online, Department of Labor and other online resources, OneStop Career Center, SCOIS, explore, Work Keys and ASVAB Web site).
<b>Standard 4:</b>	<b><i>Create a personal transition plan to meet career goal(s) and objectives.</i></b>
TS.OC12.4.A	Predict how pursuit of personal career interest(s) relates to achieving individual postsecondary education goals (and independent living goal, if appropriate).
TS.OC11.4.A	Develop timelines and ways to monitor achievement of action steps needed to reach personal career goals and objectives.(postsecondary agencies)
TS.OC10.4.A	Prioritize and sequence action steps needed to reach personal career goals and objectives.
TS.OC9.4.A	Review, and revise as needed, personal career goals and objectives.

**(B) Transition Target: Demonstrate employability skills in a work-based learning experience (e.g., job shadowing, mentoring, paid or unpaid work, service learning, school-based enterprises, on-the-job training, internships, apprenticeships).**

<b>Standard 1:</b>	<b><i>Demonstrate adequate job-readiness skills (e.g., positive attitudes, following directions, asking for help when needed, flexibility).</i></b>
TS.OC12.1.C	Apply and self-evaluate specific job-readiness skills or behaviors (e.g., initiative, flexibility, problem-solving, safety orientation, and personal health

management).

- TS.OC11.1.C Demonstrate a thorough understanding of job-readiness skills and their importance in the work environment and apply these insights to a personal career planning process.
- TS.OC10.1.C Identify and demonstrate self-discipline, self-worth, positive attitudes, and integrity in school and work settings.
- TS.OC9.1.C Express and demonstrate flexibility and willingness to follow directions and learn new knowledge and skills in school and community settings.
- Standard 2:**  
*Exhibit appropriate work habits and behaviors (e.g., punctuality, time management, task completion, and quality task performance).*
- TS.OC12.2.C With supervisor input, self-assess personal performance on at least five relevant work habits/behaviors.
- TS.OC11.2.C Analyze the importance of appropriate work habits and behaviors in the work environment in the context of an individualized career planning process.
- TS.OC10.2.C Demonstrate multiple appropriate work habits or behaviors and identify the importance of those habits or behaviors in the specific work environment.
- TS.OC9.2.C Identify the importance of exhibiting work-appropriate habits or behaviors.
- Standard 3:**  
*Demonstrate positive social interactions (e.g., teamwork, leadership, stress management, and conflict resolution) needed for the workplace.*
- TS.OC12.3.C Demonstrate collaborative problem-solving skills for the workplace (e.g., conflict resolution, employee/employer relationships, and response to constructive criticism).
- TS.OC11.3.C Build effective working relationships with colleagues and supervisors using positive interpersonal skills, valuing of diversity, and stress management.
- TS.OC10.3.C Demonstrate teamwork processes that facilitate team building, consensus, continuous improvement, respect for the opinions of others, cooperation, and adaptability.
- TS.OC9.3.C Practice positive interpersonal skills and behaviors through working cooperatively with peers and adults.
- Standard 4:**  
*Demonstrate appropriate work ethics (e.g., honesty, dependability, loyalty).*
- TS.OC12.4.C Apply ethical reasoning to a variety of workplace situations in order to make ethical decisions.
- TS.OC11.4.C Apply rules, policies, and procedures of the workplace (e.g., pre-employment, test and/or screening, dress and grooming, time management, attendance, and sexual harassment policies).
- TS.OC10.4.C Discuss the importance of a strong work ethic for worksite performance and job recommendations.
- TS.OC9.4.C Identify five or more aspects or examples of an appropriate work ethic.
- Standard 5:**  
*Document needs and accommodations for employment (if applicable).*
- TS.OC12.5.C Describe personal needs and accommodations for employment (if applicable) to a potential or current employer, focusing on essential functions of a job.
- TS.OC11.5.C Describe personal needs and accommodations for employment (if applicable), as well as illustrate how to request such accommodations, during a transition planning meeting.
- TS.OC10.5.C Describe personal needs and accommodations for employment (if applicable) and likely outcomes based on whether or not those accommodations are received.
- TS.OC9.5.C Identify at least one need or accommodation for employment (if applicable).

**(C) Transition Target: Demonstrate ability to seek and obtain employment.**

<b>Standard 1:</b>	<b><i>Identify training requirements for a variety of occupational choices.</i></b>
TS.OC12.1.D	Assess the specific certifications and/or licenses required or recommended for three or more occupations of interest.
TS.OC11.1.D	Locate a potential training program that meets the training requirements for each occupation of interest.
TS.OC10.1.D	Compare and contrast training requirements for differing occupational levels within the same field (e.g., nurse vs. nurse's aide).
TS.OC9.1.D	Identify training requirements for various occupations.
<b>Standard 2:</b>	<b><i>Demonstrate appropriate job-seeking behaviors (e.g., research, attire, interview skills, follow-up).</i></b>
TS.OC12.2.D	Demonstrate use of multiple job-seeking behaviors during the application process and self-assess individual performance on those behaviors.
TS.OC11.2.D	Demonstrate an ability to engage in multiple appropriate job-seeking behaviors during mock interviews and related exercises.
TS.OC10.2.D	Describe the impact of specific job-seeking behaviors on gaining employment.
TS.OC9.2.D	Identify at least two appropriate job-seeking behaviors.

**(D) Transition Target: Demonstrate skills needed for maintaining and changing employment.**

<b>Standard 1:</b>	<b><i>Define the need for advancement in employment.</i></b>
TS.OC12.1.E	Establish long-term career goals that facilitate advancement over time.
TS.OC11.1.E	Apply knowledge of the benefits of advancement to a personal career planning process.
TS.OC10.1.E	Identify benefits of advancement in employment within specific occupations that may be of interest (e.g., being in charge of particular tasks, supervising others, and greater freedom).
TS.OC9.1.E	Identify general benefits of advancement in employment (e.g., receiving higher wages).
<b>Standard 2:</b>	<b><i>Examine the increasing demands for advancement among skilled employees.</i></b>
TS.OC12.2.E	Prepare and utilize work-related forms and documents (e.g., resumes, job applications, tax form, worker's compensation, pay procedures, deductions, net and gross pay, fringe benefits, electronic funds transfers) to meet changing employment expectations.
TS.OC11.2.E	Model appropriate dress and behaviors (e.g., reliability and dependability) at a job site in order to contribute to a safe and effective workplace.
TS.OC10.2.E	Discuss the increasing demands of advancement among skilled employees, and apply this knowledge when considering future career plans.
TS.OC9.2.E	Summarize three key activities necessary to retain a job and advance in the industry.
<b>Standard 3:</b>	<b><i>Explain the impact of technology (e.g., computers, electronics, machinery) on maintaining and advancing in employment.</i></b>
TS.OC12.3.E	Demonstrate ability to use technological tools for achieving workplace needs (e.g., assistive technology, common tools).

TS.OC11.3.E	Assess the personal need for technological skills based on occupational interests and apply information regarding workplace technologies to a personal career planning process.
TS.OC10.3.E	Discuss how both worker and worksite technologies impact employment options and employment success.
TS.OC9.3.E	Identify ways in which technology impacts employment.

## Personal/Social

**(A) Transition Target: Demonstrate *self-efficacy, self-determination, and self-advocacy* across social, academic, and work environments.**

<b>Standard 1:</b>	<b><i>Demonstrate self-efficacy across social, academic, and work environments.</i></b>
TS.PS12.1.A	Demonstrate self-efficacy through goal-setting and decision-making (e.g., stating that a particular goal is possible, setting the goal, and making decisions that will lead to meeting that goal).
TS.PS11.1.A	Analyze and revise beliefs about the self and expected outcomes (e.g., assess which beliefs are accurate or inaccurate, how these beliefs have been shaped by others, and how these might impact goals and decisions).
TS.PS10.1.A	Distinguish between positive and negative social influences (e.g., peers, family members, mentors, and role models) and manage feedback received about the self from others.
TS.PS9.1.A	Identify strengths and weaknesses through self-exploration and assessment of prior successes, failures, and other personal learning experiences.
<b>Standard 2:</b>	<b><i>Demonstrate self-determination across social, academic, and work environments.</i></b>
TS.PS12.2.A	Demonstrate self-determination through integration of personal experiences in social, academic, and work environments into individual's view of the self (e.g., incorporate positive use of knowledge of self-characteristics, strengths, and limitations based on life experiences).
TS.PS11.2.A	Analyze personal successes and failures in order to identify available supports and evaluate positive/negative outcomes.
TS.PS10.2.A	Discuss personal goals, decisions, and options.
TS.PS9.2.A	Identify a range of desired positive adult outcomes in social, academic, and work environments (e.g., desire to have friends, live independently, maintain employment).
<b>Standard 3:</b>	<b><i>Demonstrate self-advocacy across social, academic, and work environments.</i></b>
TS.PS12.3.A	Demonstrate self-advocacy by applying effective skills in preparation for transition to postsecondary environment (e.g., call and request information about a needed service for transition from school to community, postsecondary education, or workforce).
TS.PS11.3.A	Analyze postsecondary options and openly discuss concerns and preferences,

- asking questions when needed (e.g., actively participate in IEP planning/evaluation).
- TS.PS10.3.A Investigate self-advocacy as it relates to attainment of postsecondary goals (e.g., self-knowledge of interests, list of strengths, and areas of need).
- TS.PS9.3.A Discuss types of socially responsible behavior across various environments (e.g., identify assertive, passive, and aggressive behavior in written scenarios).

**(B) Transition Target: Demonstrate *personal management* and *communication skills* in order to interact with others in integrated settings.**

- Standard 1:** *Develop personal management skills needed for successful interpersonal relationships in home, work, and community.*
- TS.PS12.1.B Apply appropriate skills for interpersonal relationships, including teamwork/collaboration, active/passive listening, and respect for self and others.
- TS.PS11.1.B Engage in appropriate social interactions in multiple environments (home/work/community).
- TS.PS10.1.B Distinguish between appropriate and inappropriate behaviors across various environments (home/work/community).
- TS.PS9.1.B Identify personal management skills (e.g., behavioral self-control, personal space, social norms) to manage oneself in various environments (home/work/community).
- Standard 2:** *Develop communication skills to interact with others in integrated settings (e.g., written, verbal, nonverbal, use of augmentative devices).*
- TS.PS12.2.B Apply effective communication skills to interact with others in integrated settings and using various methods (e.g., written, verbal, nonverbal, and use of augmentative devices).
- TS.PS11.2.B Engage in effective communication skills and self-monitoring of ineffective skills via role-play, peer feedback, and real-life experiences.
- TS.PS10.2.B Distinguish between effective and ineffective communication skills (e.g., assertive but not aggressive, negotiating skills, taking turns, listening skills) within integrated settings, and explore benefits and consequences.
- TS.PS9.2.B Identify effective communication skills for sharing and gaining information (e.g., written, verbal, nonverbal, and use of augmentative devices).
- Standard 3:** *Develop socially responsible behaviors (e.g., social interaction, appropriate behaviors, conflict resolution skills).*
- TS.PS12.3.B Apply the identified behavioral skills in order to achieve postsecondary outcomes and goals.
- TS.PS11.3.B Explore responsible behaviors that lead to positive post-school outcomes.
- TS.PS10.3.B Recognize responsible and irresponsible behaviors and outcomes of behavior as it relates to personal goals across various environments.
- TS.PS9.3.B Identify responsible behaviors (e.g., social interactions, appropriate social behavior, and conflict resolution skills) across various environments.

**(C) Transition Target: Demonstrate independence and responsibility across settings.**

<b>Standard 1:</b>	<b><i>Demonstrate acceptance of personal responsibility.</i></b>
TS.PS12.1.C	Demonstrate acceptance of personal responsibility by fulfilling responsibilities and/or accepting consequences of not fulfilling responsibilities.
TS.PS11.1.C	Analyze the consequences associated with completing or not completing personal responsibilities (e.g., effort put into academics affecting the likelihood of attending college).
TS.PS10.1.C	Discuss personal responsibilities and expectations of others (e.g., parents, administrators, or others may provide assistance but are ultimately not responsible for success).
TS.PS9.1.C	Identify personal responsibilities across settings (e.g., academic or employment requirements, paying bills, and upkeep of living arrangements).

## Daily Living

**(A) Transition Target: Formulate ideas and identify issues related to citizenship, community, and cultures within communities in order to become engaged in daily life.**

<b>Standard 1:</b>	<b><i>Identify the basic elements of the legal and judicial process.</i></b>
TS.DL12.1.A	Interpret and prepare legal forms (e.g., tax, employment, and voter registration).
TS.DL11.1.A	Analyze the legal and judicial processes on the local, state, and federal levels.
TS.DL10.1.A	List individual legal rights as a member of society.
TS.DL9.1.A	Describe community issues, laws, and the consequences of disobeying rules or laws.
<b>Standard 2:</b>	<b><i>Identify resources and services within the community.</i></b>
TS.DL12.2.A	Formulate specific community resources and services when needed.
TS.DL11.2.A	Contrast specific community resources and services when needed.
TS.DL10.2.A	Differentiate individual needs for specific community resources and services.
TS.DL9.2.A	Identify community resources and individuals associated with providing services.
<b>Standard 3:</b>	<b><i>Develop and practice recreational and leisure interests available within the school and community.</i></b>
TS.DL12.3.A	Arrange requirements and expectations for participation in the chosen school or community recreational activities (e.g., rules, associated fees, and time commitment).
TS.DL11.3.A	Report on a specific school or community activity (e.g., school, band, civic club, YMCA, camp) and how it aligns with personal interests
TS.DL10.3.A	Self-evaluate to determine specific interests in leisure and recreational activities.
TS.DL9.3.A	Examine interests in leisure and recreational activities available in the school and community.

**(B) Transition Target: Formulate and implement financial management skills to be used in daily living.**

<b>Standard 1:</b>	<b><i>Employ and evaluate financial management skills for personal daily living needs.</i></b>
TS.DL12.1.B	Prepare, maintain, and assess a personal budget (e.g., housing, food, clothing, transportation, wellness needs, healthcare, utilities, insurance, benefits).
TS.DL11.1.B	Create personal budget according to daily living needs (e.g., food, clothing, housing, transportation, wellness needs, healthcare, utilities, insurance, and benefits).
TS.DL10.1.B	Determine various modes of payment options (e.g., cash, check, money order, and debit cards) for daily living needs according to current or expected income.
TS.DL9.1.B	Determine and prioritize personal needs and wants according to current or expected income.
<b>Standard 2:</b>	<b><i>Integrate the process of budgeting within living arrangements.</i></b>
TS.DL12.2.B	Appraise appropriateness of identified living arrangements (e.g., size, distance to employment, family, relation to budget, and utilities).
TS.DL11.2.B	Design a plan addressing living arrangements and wants/needs (e.g., independent living, school dorm, and transitional living).
TS.DL10.2.B	Diagram budget according to necessities, utilities, and rent and identify possible living arrangements.
TS.DL9.2.B	Discuss and illustrate wants/needs in relation to income and living arrangements.

**(C) Transition Target: Formulate a plan to address issues related to the acquisition and maintenance of independent living skills.**

<b>Standard 1:</b>	<b><i>Identify procedures for household safety, as well as maintenance and improvement of personal living situation.</i></b>
TS.DL12.1.C	Assess repairs or safety issues according to current plan (e.g., making a purchase, and calling for services).
TS.DL11.1.C	Generate a plan for monthly household repairs and maintenance and determine appropriate resources to resolve current safety issues.
TS.DL10.1.C	Demonstrate appropriate protocol via role play for various emergency situations (e.g., fire in home, heart attack, flooded pipes, and severe weather).
TS.DL9.1.C	Identify general safety issues and procedures applicable to home and community environments, including fire safety and severe weather drills.
<b>Standard 2:</b>	<b><i>Demonstrate the ability to select and purchase appropriate clothing.</i></b>
TS.DL12.2.C	Prepare appropriate wardrobe (e.g., laundry, ironing, and purchasing articles of clothing as needed).
TS.DL11.2.C	Assess personal needs to make appropriate clothing purchases.
TS.DL10.2.C	Determine personal clothing options based on size, preference, and season.
TS.DL9.2.C	Identify appropriate clothing options based on weather, budget, and care.
<b>Standard 3:</b>	<b><i>Exhibit appropriate hygiene and grooming for different environments (e.g., school, community, work).</i></b>
TS.DL12.3.C	Apply proper hygiene and grooming based on understanding of requirements in various environments (e.g., interview setting, job setting, school setting,

and social setting).

- TS.DL11.3.C Select and discuss choice of grooming and dress as it relates to various environments (e.g., school, community, and work).
- TS.DL10.3.C Investigate the importance and possible results of dressing appropriately/inappropriately for differing environments (e.g., interviews, school, and community).
- TS.DL9.3.C Identify appropriate hygiene, grooming, and dress routines for a variety of settings (school, community, and work).

**(D) Transition Target: Formulate and implement plans that address *healthcare and wellness needs*.**

- Standard 1:** *Identify and develop a plan to address personal healthcare needs.*
- TS.DL12.1.D Implement and evaluate an individualized plan which addresses healthcare needs such as regular doctor visits, prescription maintenance, and emergencies.
- TS.DL11.1.D Develop a personal healthcare plan which includes goals related to specific medical needs as identified by prior assessment.
- TS.DL10.1.D Assess personal healthcare needs and list resources to address those needs.
- TS.DL9.1.D Discuss healthcare needs and examine approaches to addressing those needs through available resources (e.g., emergency needs, doctor visits, and pharmacy care).
- Standard 2:** *Develop and select strategies to address wellness (e.g., maintenance of good health and prevention of illness).*
- TS.DL12.2.D Implement and evaluate an individualized plan that addresses wellness needs such as an exercise plan, balanced meal options, and routine health check-ups.
- TS.DL11.2.D Develop a personal wellness plan that includes goals related to specific wellness needs as identified by prior assessment.
- TS.DL10.2.D Assess steps to work toward personal wellness needs and list resources to address those needs.
- TS.DL9.2.D Discuss wellness needs and examine approaches to addressing those needs through available resources (e.g., optometrist, dentist, exercise program, and healthy food options).

**(E) Transition Target: Formulate and implement a plan that addresses *transportation issues and mobility needs*.**

- Standard 1:** *Identify and select options for meeting personal transportation or mobility needs and develop strategies for obtaining those options.*
- TS.DL12.1.E Utilize identified method of transportation to reach a desired location while obeying related laws and regulations (e.g., using a bus pass, wearing a seat belt, using a helmet when biking, and using crosswalks).
- TS.DL11.1.E Develop a plan that utilizes private or public transportation services, following related rules and regulations (e.g., driver's education, bus costs, routes, and schedule, local resources such as taxi or door-to-door pickup).
- TS.DL10.1.E Assess personal transportation services and/or mobility issues, develop strategies for obtaining, using, and maintaining transportation (e.g., public or



private transportation), and examine related rules and regulations.

TS.DL9.1.E

Discuss transportation and/or mobility issues (e.g., transportation to/from school, home, within community, associated costs, routes, and schedules) and positive/negative aspects of use.

## ***Transition Resources***

### **Transition Assessment Annotated Bibliography**

<http://www.nsttac.org/content/transition-assessment-annotated-bibliography>

### **Independent Living Assessments**

Supports Intensity Scale

<http://www.siswebsite.org>

Enderle-Severson Transition Assessments

[www.estr.net](http://www.estr.net)

Casey Life Skills (free)

[www.caseylifeskills.org](http://www.caseylifeskills.org)

Self-Determination Assessments

Guide to Assessing College Readiness (free)

<http://www.landmark.edu/radio/documents/College-Readiness-Guide.pdf>

AIR Self-Determination Assessment (free)

<http://education.ou.edu/zarrow>

ARC Self-Determination Assessment (free)

<http://education.ou.edu/zarrow>

Field and Hoffman Self-Determination Assessments (free)

<http://education.ou.edu/zarrow>

ChoiceMaker Self-Determination Assessment

[www.sopriswest.com](http://www.sopriswest.com)

## **Vocational Assessments**

U.S. Dept of Labor O-Net

[www.onetcenter.org](http://www.onetcenter.org)

Self-Directed Search

[www.parinc.com](http://www.parinc.com)

Employability Life Skills Assessment

<http://www.sst6.org/attachments/article/343/employability%20skills%20checklist.pdf>

## **On-Line Individual Interest Inventories**

Career Clusters      [www.careerclusters.org](http://www.careerclusters.org)

SCOIS                <http://sccis.intocareers.org>

Texas Cares        <http://www.texascaresonline.com/>

Learn More Indiana   <http://learnmoreindiana.org>

## ***Suggested Topics for Transition Instruction***

Budgeting

Career

Communication Skills

Community Agencies

Computer Skills

Cultural Diversity

Daily Etiquette

Daily Living Skills

Home Repairs

Internet Usage

Interview Skills

Parenting

Personal Health and Nutrition

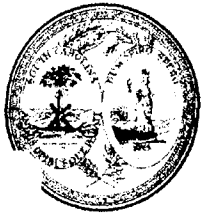
Personal Management

Self- Advocacy

Taxes

Technology

**Spartanburg County Occupational Credential  
Common Core ELA/Reading Standards  
Vertical Progression & Expanded**



***College and Career Readiness Anchor Standards for Reading***

***Vertical Progression – Reading Standards for Literature***

**Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

<b>Grade</b>	<b>Standard 1 at Each Grade Level</b>
Kindergarten	With prompting and support, ask and answer questions about key details in a text.
Grade 1	Ask and answer questions about key details in a text.
Grade 2	Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.
Grade 3	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Grade 4	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Grade 5	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Grade 6	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Grade 7	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Grade 8	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
Grades 9-10	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Grades 11-12	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.



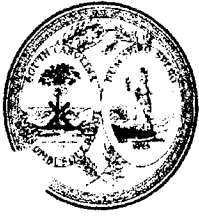
***College and Career Readiness Anchor Standards for Reading***

***Vertical Progression – Reading Standards for Literature***

**Key Ideas and Details**

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

<b>Grade</b>	<b>Standard 2 at Each Grade Level</b>
Kindergarten	With prompting and support, retell familiar stories, including key details.
Grade 1	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
Grade 2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
Grade 3	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
Grade 4	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
Grade 5	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
Grade 6	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
Grade 7	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
Grade 8	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
Grades 9-10	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
Grades 11-12	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.



***College and Career Readiness Anchor Standards for Reading***

***Vertical Progression – Reading Standards for Literature***

**Key Ideas and Details**

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

<b>Grade</b>	<b>Standard 3 at Each Grade Level</b>
Kindergarten	With prompting and support, identify characters, settings, and major events in a story.
Grade 1	Describe characters, settings, and major events in a story, using key details.
Grade 2	Describe how characters in a story respond to major events and challenges.
Grade 3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
Grade 4	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
Grade 5	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
Grade 6	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
Grade 7	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
Grade 8	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
Grades 9-10	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
Grades 11-12	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).





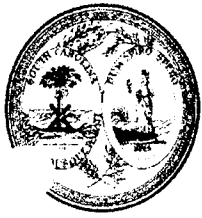
***College and Career Readiness Anchor Standards for Reading***

***Vertical Progression – Reading Standards for Literature***

**Craft and Structure**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

<b>Grade</b>	<b>Standard 4 at Each Grade Level</b>
Kindergarten	Ask and answer questions about unknown words in a text.
Grade 1	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
Grade 2	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
Grade 3	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
Grade 4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
Grade 5	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
Grade 6	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
Grade 7	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
Grade 8	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
Grades 9-10	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
Grades 11-12	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)



***College and Career Readiness Anchor Standards for Reading***

***Vertical Progression – Reading Standards for Literature***

**Craft and Structure**

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

<b>Grade</b>	<b>Standard 5 at Each Grade Level</b>
Kindergarten	Recognize common types of texts (e.g., storybooks, poems).
Grade 1	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
Grade 2	Describe the overall structure of a story, including describing how the beginning introduces story and the ending concludes the action.
Grade 3	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
Grade 4	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
Grade 5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
Grade 6	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
Grade 7	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
Grade 8	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
Grades 9-10	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots) and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
Grades 11-12	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.



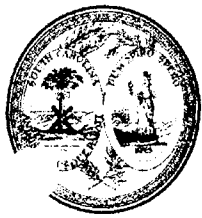
***College and Career Readiness Anchor Standards for Reading***

***Vertical Progression – Reading Standards for Literature***

**Craft and Structure**

6. Assess how point of view or purpose shapes the content and style of a text.

<b>Grade</b>	<b>Standard 6 at Each Grade Level</b>
Kindergarten	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
Grade 1	Identify who is telling the story at various points in a text.
Grade 2	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Grade 3	Distinguish their own point of view from that of the narrator or those of the characters.
Grade 4	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
Grade 5	Describe how a narrator's or speaker's point of view influences how events are described.
Grade 6	Explain how an author develops the point of view of the narrator or speaker in a text.
Grade 7	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
Grade 8	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
Grades 9-10	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
Grades 11-12	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).



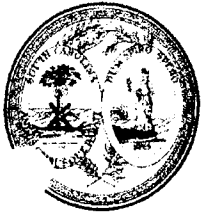
***College and Career Readiness Anchor Standards for Reading***

***Vertical Progression – Reading Standards for Literature***

**Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

<b>Grade</b>	<b>Standard 7 at Each Grade Level</b>
Kindergarten	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
Grade 1	Use illustrations and details in a story to describe its characters, setting, or events.
Grade 2	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
Grade 3	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
Grade 4	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
Grade 5	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
Grade 6	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
Grade 7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
Grade 8	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
Grades 9-10	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i> ).
Grades 11-12	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)



# **SOUTH CAROLINA STATE DEPARTMENT OF EDUCATION**

Documents shared courtesy of Oconee County

## ***College and Career Readiness Anchor Standards for Reading***

### ***Vertical Progression – Reading Standards for Literature***

#### **Integration of Knowledge and Ideas**

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

<b>Grade</b>	<b>Standard 8 at Each Grade Level</b>
Kindergarten	(Not applicable to literature)
Grade 1	(Not applicable to literature)
Grade 2	(Not applicable to literature)
Grade 3	(Not applicable to literature)
Grade 4	(Not applicable to literature)
Grade 5	(Not applicable to literature)
Grade 6	(Not applicable to literature)
Grade 7	(Not applicable to literature)
Grade 8	(Not applicable to literature)
Grades 9-10	(Not applicable to literature)
Grades 11-12	(Not applicable to literature)



***College and Career Readiness Anchor Standards for Reading***

***Vertical Progression – Reading Standards for Literature***

**Integration of Knowledge and Ideas**

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

<b>Grade</b>	<b>Standard 9 at Each Grade Level</b>
Kindergarten	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
Grade 1	Compare and contrast the adventures and experiences of characters in stories.
Grade 2	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
Grade 3	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
Grade 4	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
Grade 5	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
Grade 6	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
Grade 7	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
Grade 8	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
Grades 9-10	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
Grades 11-12	Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.



***College and Career Readiness***

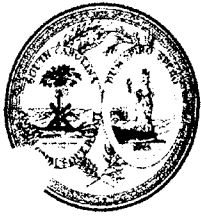
***Anchor Standards for Reading***

***Vertical Progression – Reading Standards for Literature***

**Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

<b>Grade</b>	<b>Standard 10 at Each Grade Level</b>
Kindergarten	Actively engage in group reading activities with purpose and understanding.
Grade 1	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
Grade 2	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Grade 3	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
Grade 4	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Grade 5	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
Grade 6	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Grade 7	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Grade 8	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
Grades 9-10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
Grades 11-12	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.



***College and Career Readiness Anchor Standards for Reading***

***Vertical Progression – Reading Standards for Informational Text***

**Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

<b>Grade</b>	<b>Standard 1 at Each Grade Level</b>
Kindergarten	With prompting and support, ask and answer questions about key details in a text.
Grade 1	Ask and answer questions about key details in a text.
Grade 2	Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.
Grade 3	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Grade 4	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Grade 5	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Grade 6	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Grade 7	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Grade 8	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
Grades 9-10	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Grades 11-12	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.





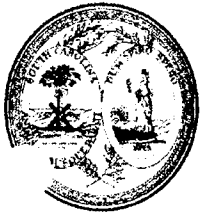
***College and Career Readiness Anchor Standards for Reading***

***Vertical Progression – Reading Standards for Informational Text***

**Key Ideas and Details**

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

<b>Grade</b>	<b>Standard 2 at Each Grade Level</b>
Kindergarten	With prompting and support, identify the main topic and retell key details of a text.
Grade 1	Identify the main topic and retell key details of a text.
Grade 2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
Grade 3	Determine the main idea of a text; recount the key details and explain how they support the main idea.
Grade 4	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
Grade 5	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
Grade 6	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
Grade 7	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
Grade 8	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
Grades 9-10	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
Grades 11-12	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex analysis; provide an objective summary of the text.



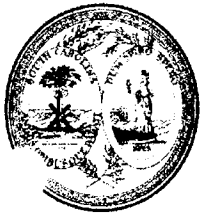
***College and Career Readiness Anchor Standards for Reading***

***Vertical Progression – Reading Standards for Informational Text***

**Key Ideas and Details**

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

<b>Grade</b>	<b>Standard 3 at Each Grade Level</b>
Kindergarten	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
Grade 1	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
Grade 2	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
Grade 3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
Grade 4	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
Grade 5	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
Grade 6	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
Grade 7	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
Grade 8	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
Grades 9-10	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
Grades 11-12	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.



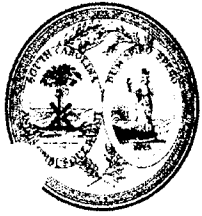
***College and Career Readiness Anchor Standards for Reading***

***Vertical Progression – Reading Standards for Informational Text***

**Craft and Structure**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

<b>Grade</b>	<b>Standard 4 at Each Grade Level</b>
Kindergarten	With prompting and support, ask and answer questions about unknown words in a text.
Grade 1	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
Grade 2	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .
Grade 3	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .
Grade 4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .
Grade 5	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .
Grade 6	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
Grade 7	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
Grade 8	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
Grades 9-10	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
Grades 11-12	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist No. 10</i> ).



***College and Career Readiness***

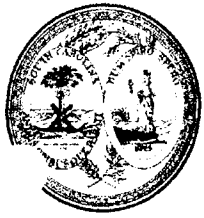
***Anchor Standards for Reading***

***Vertical Progression – Reading Standards for Informational Text***

**Craft and Structure**

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

<b>Grade</b>	<b>Standard 5 at Each Grade Level</b>
Kindergarten	Identify the front cover, back cover, and title page of a book.
Grade 1	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
Grade 2	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
Grade 3	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
Grade 4	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
Grade 5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
Grade 6	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
Grade 7	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
Grade 8	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
Grades 9-10	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
Grades 11-12	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.



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***College and Career Readiness***

***Anchor Standards for Reading***

***Vertical Progression – Reading Standards for Informational Text***

**Craft and Structure**

6. Assess how point of view or purpose shapes the content and style of a text.

<b>Grade</b>	<b>Standard 6 at Each Grade Level</b>
Kindergarten	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
Grade 1	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
Grade 2	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
Grade 3	Distinguish their own point of view from that of the author of a text.
Grade 4	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
Grade 5	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Grade 6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
Grade 7	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
Grade 8	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
Grades 9-10	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
Grades 11-12	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.



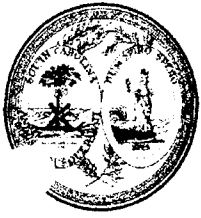
***College and Career Readiness Anchor Standards for Reading***

***Vertical Progression – Reading Standards for Informational Text***

**Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

<b>Grade</b>	<b>Standard 7 at Each Grade Level</b>
Kindergarten	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
Grade 1	Use the illustrations and details in a text to describe its key ideas.
Grade 2	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
Grade 3	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
Grade 4	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
Grade 5	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
Grade 6	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
Grade 7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
Grade 8	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
Grades 9-10	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
Grades 11-12	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.



***College and Career Readiness Anchor Standards for Reading***

***Vertical Progression – Reading Standards for Informational Text***

**Integration of Knowledge and Ideas**

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

<b>Grade</b>	<b>Standard 8 at Each Grade Level</b>
Kindergarten	With prompting and support, identify the reasons an author gives to support points in a text.
Grade 1	Identify the reasons an author gives to support points in a text.
Grade 2	Describe how reasons support specific points the author makes in a text.
Grade 3	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
Grade 4	Explain how an author uses reasons and evidence to support particular points in a text.
Grade 5	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
Grade 6	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
Grade 7	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
Grade 8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
Grades 9-10	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
Grades 11-12	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).



***College and Career Readiness Anchor Standards for Reading***

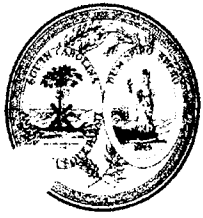
***Vertical Progression – Reading Standards for Informational Texts***

**Integration of Knowledge and Ideas**

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

<b>Grade</b>	<b>Standard 9 at Each Grade Level</b>
Kindergarten	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Grade 1	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Grade 2	Compare and contrast the most important points presented by two texts on the same topic.
Grade 3	Compare and contrast the most important points and key details presented in two texts on the same topic.
Grade 4	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
Grade 5	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
Grade 6	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
Grade 7	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
Grade 8	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
Grades 9-10	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
Grades 11-12	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.





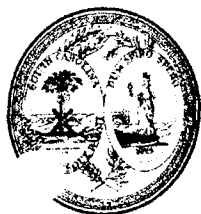
***College and Career Readiness Anchor Standards for Reading***

***Vertical Progression – Reading Standards for Informational Text***

**Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

<b>Grade</b>	<b>Standard 10 at Each Grade Level</b>
Kindergarten	Actively engage in group reading activities with purpose and understanding.
Grade 1	With prompting and support, read informational texts appropriately complex for grade 1.
Grade 2	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Grade 3	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
Grade 4	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Grade 5	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
Grade 6	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Grade 7	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Grade 8	By the end of the year, read and comprehend literary nonfiction at the high end of grades 6-8 text complexity band independently and proficiently.
Grades 9-10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.
Grades 11-12	By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.



**Reading Standards: Foundational Skills**

**Vertical Progression K-5**

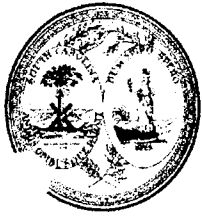
**Print Concepts**

Grade	Foundational Skill Focus at Each Grade Level
Kindergarten	<ol style="list-style-type: none"><li>1. Demonstrate understanding of the organization and basic features of print.<ol style="list-style-type: none"><li>a. Follow words from left to right, top to bottom, and page by page.</li><li>b. Recognize that spoken words are represented in written language by specific sequences of letters.</li><li>c. Understand that words are separated by spaces in print.</li><li>d. Recognize and name all upper- and lowercase letters of the alphabet.</li></ol></li></ol>
Grade 1	<ol style="list-style-type: none"><li>1. Demonstrate understanding of the organization and basic features of print.<ol style="list-style-type: none"><li>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</li></ol></li></ol>

**Phonological Awareness**

Grade	Foundational Skill Focus at Each Grade Level
Kindergarten	<ol style="list-style-type: none"><li>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).<ol style="list-style-type: none"><li>a. Recognize and produce rhyming words.</li><li>b. Count, pronounce, blend, and segment syllables in spoken words.</li><li>c. Blend and segment onsets and rimes of single-syllable spoken words.</li><li>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)</li><li>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li></ol></li></ol>
Grade 1	<ol style="list-style-type: none"><li>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).<ol style="list-style-type: none"><li>a. Distinguish long from short vowel sounds in spoken single-syllable words.</li><li>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li><li>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li><li>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li></ol></li></ol>

\*Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.



***Reading Standards: Foundational Skills***

***Vertical Progression K-5***

**Phonics and Word Recognition**

<b>Grade</b>	<b>Foundational Skill Focus at Each Grade Level</b>
Kindergarten	<ul style="list-style-type: none"><li>3. Know and apply grade-level phonics and word analysis skills in decoding words.<ul style="list-style-type: none"><li>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</li><li>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</li><li>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</li><li>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li></ul></li></ul>
Grade 1	<ul style="list-style-type: none"><li>3. Know and apply grade-level phonics and word analysis skills in decoding words.<ul style="list-style-type: none"><li>a. Know the spelling-sound correspondences for common consonant digraphs.</li><li>b. Decode regularly spelled one-syllable words.</li><li>c. Know final -e and common vowel team conventions for representing long vowel sounds.</li><li>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li><li>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</li><li>f. Read words with inflectional endings.</li><li>g. Recognize and read grade-appropriate irregularly spelled words.</li></ul></li></ul>
Grade 2	<ul style="list-style-type: none"><li>3. Know and apply grade-level phonics and word analysis skills in decoding words.<ul style="list-style-type: none"><li>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</li><li>b. Know spelling-sound correspondences for additional common vowel teams.</li><li>c. Decode regularly spelled two-syllable words with long vowels.</li><li>d. Decode words with common prefixes and suffixes.</li><li>e. Identify words with <i>inconsistent but common spelling-sound</i> correspondences.</li><li>f. Recognize and read grade-appropriate irregularly spelled words.</li></ul></li></ul>
Grade 3	<ul style="list-style-type: none"><li>3. Know and apply grade-level phonics and word analysis skills in decoding words.<ul style="list-style-type: none"><li>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</li><li>b. Decode words with common Latin suffixes.</li><li>c. Decode multisyllable words.</li><li>d. Read grade-appropriate irregularly spelled words.</li></ul></li></ul>



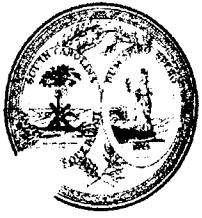
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Grade 4	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
Grade 5	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>

**Fluency**

Grade	Foundational Skill Focus at Each Grade Level
Kindergarten	<p>4. Read emergent-reader texts with purpose and understanding.</p>
Grade 1	<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
Grade 2	<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
Grade 3	<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
Grade 4	<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
Grade 5	<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>



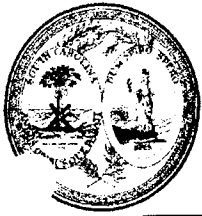
***College and Career Readiness Anchor Standards for Writing***

***Vertical Progression – Writing Standards***

**Text Types and Purposes**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

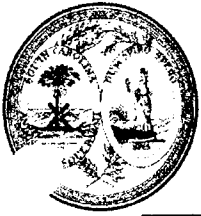
<b>Grade</b>	<b>Standard 1 at Each Grade Level</b>
Kindergarten	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i> ).
Grade 1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
Grade 2	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i> ) to connect opinion and reasons, and provide a concluding statement or section.
Grade 3	Write opinion pieces on topics or texts, supporting a point of view with reasons. <ol style="list-style-type: none"><li>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</li><li>b. Provide reasons that support the opinion.</li><li>c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</li><li>d. Provide a concluding statement or section.</li></ol>
Grade 4	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ol style="list-style-type: none"><li>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</li><li>b. Provide reasons that are supported by facts and details.</li><li>c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</li><li>d. Provide a concluding statement or section related to the opinion presented.</li></ol>
Grade 5	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ol style="list-style-type: none"><li>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</li><li>b. Provide logically ordered reasons that are supported by facts and details.</li></ol>



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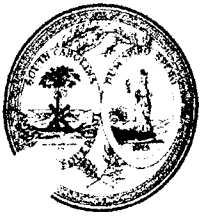
	<ul style="list-style-type: none"><li>c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).</li><li>d. Provide a concluding statement or section related to the opinion presented.</li></ul>
Grade 6	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"><li>a. Introduce claim(s) and organize the reasons and evidence clearly.</li><li>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li><li>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</li><li>d. Establish and maintain a formal style.</li><li>e. Provide a concluding statement or section that follows from the argument presented.</li></ul>
Grade 7	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"><li>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li><li>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li><li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li><li>d. Establish and maintain a formal style.</li><li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li></ul>
Grade 8	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"><li>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li><li>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li><li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li><li>d. Establish and maintain a formal style.</li><li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li></ul>
Grades 9-10	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"><li>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</li><li>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</li><li>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li><li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li><li>e. Provide a concluding statement or section that follows from and supports the</li></ul>



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	<b>argument presented.</b>
<b>Grades 11-12</b>	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"><li>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</li><li>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</li><li>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li><li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li><li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li></ol>



***College and Career Readiness Anchor Standards for Writing***

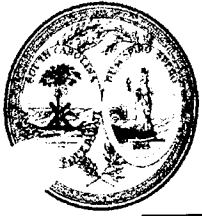
***Vertical Progression – Writing Standards***

**Text Types and Purposes**

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

<b>Grade</b>	<b>Standard 2 at Each Grade Level</b>
Kindergarten	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
Grade 1	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
Grade 2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
Grade 3	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i> ) to connect ideas within categories of information. d. Provide a concluding statement or section.
Grade 4	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i> ). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
Grade 5	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations,





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	<p>and multimedia when useful to aiding comprehension.</p> <ul style="list-style-type: none"><li>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li><li>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i>, <i>especially</i>).</li><li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li><li>e. Provide a concluding statement or section related to the information or explanation presented.</li></ul>
Grade 6	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"><li>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li><li>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li><li>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</li><li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li><li>e. Establish and maintain a formal style.</li><li>f. Provide a concluding statement or section that follows from the information or explanation presented.</li></ul>
Grade 7	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"><li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li><li>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li><li>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li><li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li><li>e. Establish and maintain a formal style.</li><li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li></ul>
Grade 8	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"><li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li></ul>

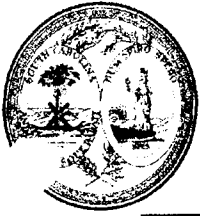


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	<ul style="list-style-type: none"><li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li><li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li><li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li><li>e. Establish and maintain a formal style.</li><li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li></ul>
Grades 9-10	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"><li>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li><li>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li><li>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li><li>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li><li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li><li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li></ul>
Grades 11-12	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"><li>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li><li>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li><li>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li><li>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li><li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li></ul>



	f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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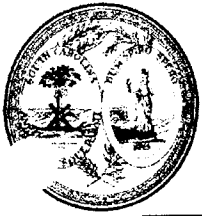
***College and Career Readiness Anchor Standards for Writing***

***Vertical Progression – Writing Standards***

**Text Types and Purposes**

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

<b>Grade</b>	<b>Standard 3 at Each Grade Level</b>
Kindergarten	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
Grade 1	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
Grade 2	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
Grade 3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ol style="list-style-type: none"> <li>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</li> <li>c. Use temporal words and phrases to signal event order.</li> <li>d. Provide a sense of closure.</li> </ol>
Grade 4	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ol style="list-style-type: none"> <li>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</li> <li>c. Use a variety of transitional words and phrases to manage the sequence of events.</li> <li>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>e. Provide a conclusion that follows from the narrated experiences or events.</li> </ol>

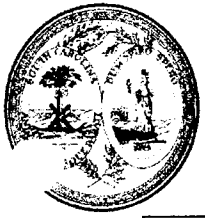


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Grade 5	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"><li>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li><li>Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</li><li>Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</li><li>Use concrete words and phrases and sensory details to convey experiences and events precisely.</li><li>Provide a conclusion that follows from the narrated experiences or events.</li></ol>
Grade 6	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"><li>Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li><li>Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events, and/or characters.</li><li>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li><li>Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</li><li>Provide a conclusion that follows from the narrated experiences or events.</li></ol>
Grade 7	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"><li>Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that <i>unfolds naturally and logically</i>.</li><li>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li><li>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li><li>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li><li>Provide a conclusion that follows from and reflects on the narrated experiences or events.</li></ol>
Grade 8	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"><li>Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li><li>Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</li><li>Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</li></ol>

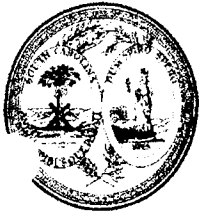


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	<ul style="list-style-type: none"><li>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li><li>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</li></ul>
Grades 9-10	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"><li>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li><li>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li><li>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li><li>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li><li>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li></ul>
Grades 11-12	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"><li>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li><li>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li><li>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</li><li>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li><li>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li></ul>



***College and Career Readiness Anchor Standards for Writing***

***Vertical Progression – Writing Standards***

**Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

<b>Grade</b>	<b>Standard 4 at Each Grade Level</b>
Kindergarten	(Begins in grade 3)
Grade 1	(Begins in grade 3)
Grade 2	(Begins in grade 3)
Grade 3	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
Grade 4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
Grade 5	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
Grade 6	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
Grade 7	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
Grade 8	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
Grades 9-10	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
Grades 11-12	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)



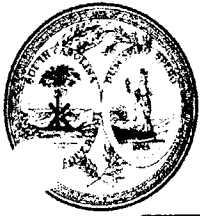
***College and Career Readiness Anchor Standards for Writing***

***Vertical Progression – Writing Standards***

**Production and Distribution of Writing**

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

<b>Grade</b>	<b>Standard 5 at Each Grade Level</b>
Kindergarten	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
Grade 1	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
Grade 2	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
Grade 3	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 on pages 28 and 29.)
Grade 4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on pages 28 and 29.)
Grade 5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on pages 28 and 29.)
Grade 6	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 on page 52.)
Grade 7	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.)
Grade 8	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 on page 52.)
Grades 9-10	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 on page 54.)



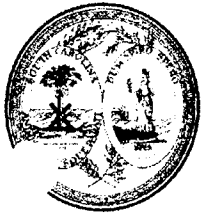
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Grades 11-12

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 on page 54.)





***College and Career Readiness Anchor Standards for Writing***

***Vertical Progression – Writing Standards***

**Production and Distribution of Writing**

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

<b>Grade</b>	<b>Standard 6 at Each Grade Level</b>
Kindergarten	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
Grade 1	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Grade 2	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Grade 3	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
Grade 4	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
Grade 5	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
Grade 6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
Grade 7	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
Grade 8	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
Grades 9-10	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
Grades 11-12	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.



***College and Career Readiness***

***Anchor Standards for Writing***

***Vertical Progression – Writing Standards***

**Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

<b>Grade</b>	<b>Standard 7 at Each Grade Level</b>
Kindergarten	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
Grade 1	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
Grade 2	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
Grade 3	Conduct short research projects that build knowledge about a topic.
Grade 4	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
Grade 5	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
Grade 6	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
Grade 7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
Grade 8	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
Grades 9-10	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Grades 11-12	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.



***College and Career Readiness***

***Anchor Standards for Writing***

***Vertical Progression – Writing Standards for Literature***

**Research to Build and Present Knowledge**

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

<b>Grade</b>	<b>Standard 8 at Each Grade Level</b>
Kindergarten	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Grade 1	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Grade 2	Recall information from experiences or gather information from provided sources to answer a question.
Grade 3	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
Grade 4	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
Grade 5	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
Grade 6	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
Grade 7	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
Grade 8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
Grades 9-10	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
Grades 11-12	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.



***College and Career Readiness***

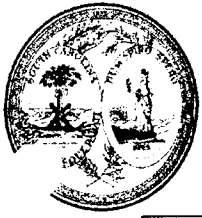
***Anchor Standards for Writing***

***Vertical Progression – Writing Standards***

**Research to Build and Present Knowledge**

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

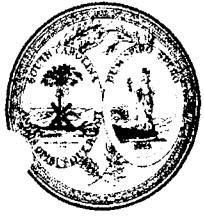
<b>Grade</b>	<b>Standard 9 at Each Grade Level</b>
Kindergarten	(Begins in grade 4)
Grade 1	(Begins in grade 4)
Grade 2	(Begins in grade 4)
Grade 3	(Begins in grade 4)
Grade 4	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"><li>a. Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</li><li>b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</li></ul>
Grade 5	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"><li>a. Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</li><li>b. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</li></ul>
Grade 6	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"><li>a. Apply <i>grade 6 Reading standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</li><li>b. Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</li></ul>
Grade 7	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"><li>a. Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter</li></ul>



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	<p>history”).</p> <p>b. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p>
Grade 8	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</p> <p>b. Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p>
Grades 9-10	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>b. Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>
Grades 11-12	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p> <p>b. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).</p>



***College and Career Readiness Anchor Standards for Writing***

***Vertical Progression – Writing Standards***

**Range of Writing**

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

<b>Grade</b>	<b>Standard 10 at Each Grade Level</b>
Kindergarten	(Begins in grade 3)
Grade 1	(Begins in grade 3)
Grade 2	(Begins in grade 3)
Grade 3	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Grade 4	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Grade 5	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Grade 6	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Grade 7	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Grade 8	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Grades 9-10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
Grades 11-12	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.



***College and Career Readiness Anchor Standards for***

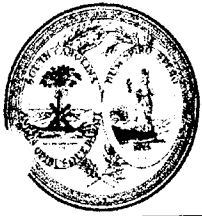
***Speaking and Listening***

***Vertical Progression – Speaking and Listening Standards***

**Comprehension and Collaboration**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

<b>Grade</b>	<b>Standard 1 at Each Grade Level</b>
Kindergarten	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. <ol style="list-style-type: none"><li>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</li><li>b. Continue a conversation through multiple exchanges.</li></ol>
Grade 1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. <ol style="list-style-type: none"><li>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</li><li>b. <i>Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</i></li><li>c. Ask questions to clear up any confusion about the topics and texts under discussion.</li></ol>
Grade 2	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. <ol style="list-style-type: none"><li>a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</li><li>b. <i>Build on others' talk in conversations by linking their comments to the remarks of others.</i></li><li>c. <i>Ask for clarification and further explanation as needed about the topics and texts under discussion.</i></li></ol>
Grade 3	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. <ol style="list-style-type: none"><li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li></ol>

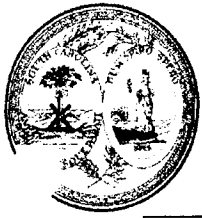


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	<ul style="list-style-type: none"><li>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</li><li>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</li><li>d. Explain their own ideas and understanding in light of the discussion.</li></ul>
Grade 4	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"><li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li><li>b. Follow agreed-upon rules for discussions and carry out assigned roles.</li><li>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</li><li>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li></ul>
Grade 5	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"><li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li><li>b. Follow agreed-upon rules for discussions and carry out assigned roles.</li><li>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li><li>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li></ul>
Grade 6	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"><li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li><li>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li><li>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li><li>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li></ul>
Grade 7	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"><li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic,</li></ul>

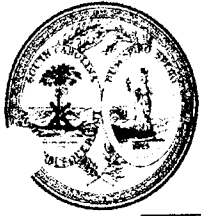




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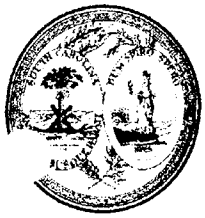
	<p>text, or issue to probe and reflect on ideas under discussion.</p> <ul style="list-style-type: none"><li>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li><li>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</li><li>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</li></ul>
Grade 8	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"><li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li><li>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li><li>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</li><li>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</li></ul>
Grades 9-10	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"><li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li><li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li><li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li><li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li></ul>
Grades 11-12	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"><li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li></ul>



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|  | <ul style="list-style-type: none"><li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li><li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li><li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li></ul> |
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***College and Career Readiness Anchor Standards for***

***Speaking and Listening***

***Vertical Progression – Speaking and Listening Standards***

**Comprehension and Collaboration**

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

<b>Grade</b>	<b>Standard 2 at Each Grade Level</b>
Kindergarten	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
Grade 1	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
Grade 2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
Grade 3	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Grade 4	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Grade 5	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Grade 6	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
Grade 7	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
Grade 8	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
Grades 9-10	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
Grades 11-12	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.



***College and Career Readiness Anchor Standards for***

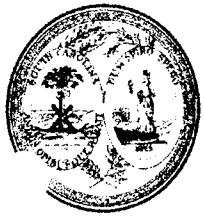
***Speaking and Listening***

***Vertical Progression – Speaking and Listening Standards***

**Comprehension and Collaboration**

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

<b>Grade</b>	<b>Standard 3 at Each Grade Level</b>
Kindergarten	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
Grade 1	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
Grade 2	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
Grade 3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
Grade 4	Identify the reasons and evidence a speaker provides to support particular points.
Grade 5	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
Grade 6	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
Grade 7	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
Grade 8	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
Grades 9-10	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
Grades 11-12	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.



***College and Career Readiness Anchor Standards for***

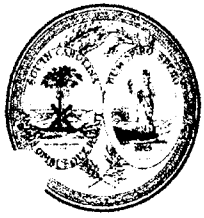
***Speaking and Listening***

***Vertical Progression – Speaking and Listening Standards***

**Presentation of Knowledge and Ideas**

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

<b>Grade</b>	<b>Standard 4 at Each Grade Level</b>
Kindergarten	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
Grade 1	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
Grade 2	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
Grade 3	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
Grade 4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
Grade 5	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
Grade 6	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
Grade 7	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
Grade 8	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
Grades 9-10	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
Grades 11-12	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.



***College and Career Readiness***

***Anchor Standards for***

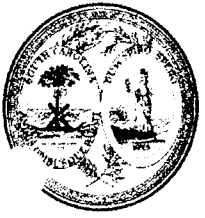
***Speaking and Listening***

***Vertical Progression – Speaking and Listening Standards***

**Presentation of Knowledge and Ideas**

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

<b>Grade</b>	<b>Standard 5 at Each Grade Level</b>
Kindergarten	Add drawings or other visual displays to descriptions as desired to provide additional detail.
Grade 1	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
Grade 2	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
Grade 3	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
Grade 4	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
Grade 5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
Grade 6	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
Grade 7	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
Grade 8	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
Grades 9-10	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Grades 11-12	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.



***College and Career Readiness Anchor Standards for***

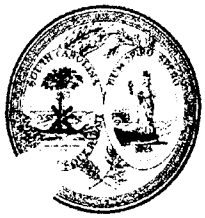
***Speaking and Listening***

***Vertical Progression – Speaking and Listening Standards***

**Presentation of Knowledge and Ideas**

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

<b>Grade</b>	<b>Standard 6 at Each Grade Level</b>
Kindergarten	Speak audibly and express thoughts, feelings, and ideas clearly.
Grade 1	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)
Grade 2	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)
Grade 3	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)
Grade 4	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations.)
Grade 5	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)
Grade 6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.)
Grade 7	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)
Grade 8	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)
Grades 9-10	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)
Grades 11-12	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)



**Vertical Progression – Language Standards**

**Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

<b>Grade</b>	<b>Standard 1 at Each Grade Level</b>
Kindergarten	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"><li>a. Print many upper- and lowercase letters.</li><li>b. Use frequently occurring nouns and verbs.</li><li>c. Form regular plural nouns orally by adding /s/or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</li><li>d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</li><li>e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</li><li>f. Produce and expand complete sentences in shared language activities.</li></ol>
Grade 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"><li>a. Print all upper- and lowercase letters.</li><li>b. Use common, proper, and possessive nouns.</li><li>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</li><li>d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).</li><li>e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</li><li>f. Use frequently occurring adjectives.</li><li>g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</li><li>h. Use determiners (e.g., articles, demonstratives).</li><li>i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</li><li>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li></ol>
Grade 2	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"><li>a. Use collective nouns (e.g., <i>group</i>).</li><li>b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</li></ol>

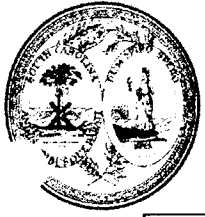




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	<ul style="list-style-type: none"><li>c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</li><li>d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</li><li>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</li><li>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</li></ul>
Grade 3	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"><li>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</li><li>b. Form and use regular and irregular plural nouns.</li><li>c. Use abstract nouns (e.g., <i>childhood</i>).</li><li>d. Form and use regular and irregular verbs.</li><li>e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</li><li>f. Ensure subject-verb and pronoun-antecedent agreement.*</li><li>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</li><li>h. Use coordinating and subordinating conjunctions.</li><li>i. Produce simple, compound, and complex sentences.</li></ul>
Grade 4	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"><li>a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</li><li>b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</li><li>c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</li><li>d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</li><li>e. Form and use prepositional phrases.</li><li>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</li><li>g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*</li></ul>
Grade 5	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"><li>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</li><li>b. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.</li><li>c. Use verb tense to convey various times, sequences, states, and conditions.</li><li>d. Recognize and correct inappropriate shifts in verb tense.*</li><li>e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).</li></ul>
Grade 6	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"><li>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</li></ul>



# **SOUTH CAROLINA STATE DEPARTMENT OF EDUCATION**

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	<ul style="list-style-type: none"><li>b. Use intensive pronouns (e.g., <i>myself, ourselves</i>).</li><li>c. Recognize and correct inappropriate shifts in pronoun number and person.*</li><li>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</li><li>e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*</li></ul>
Grade 7	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"><li>a. Explain the function of phrases and clauses in general and their function in specific sentences.</li><li>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li><li>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</li></ul>
Grade 8	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"><li>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</li><li>b. Form and use verbs in the active and passive voice.</li><li>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li><li>d. Recognize and correct inappropriate shifts in verb voice and mood.*</li></ul>
Grades 9-10	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"><li>a. Use parallel structure.*</li><li>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li></ul>
Grades 11-12	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"><li>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li><li>b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage</i>) as needed.</li></ul>



***College and Career Readiness Anchor Standards for Language***

***Vertical Progression – Language Standards***

**Conventions of Standard English**

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

<b>Grade</b>	<b>Standard 2 at Each Grade Level</b>
Kindergarten	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"><li>a. Capitalize the first word in a sentence and the pronoun <i>I</i>.</li><li>b. Recognize and name end punctuation.</li><li>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li><li>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li></ul>
Grade 1	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"><li>a. Capitalize dates and names of people.</li><li>b. Use end punctuation for sentences.</li><li>c. Use commas in dates and to separate single words in a series.</li><li>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li><li>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li></ul>
Grade 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"><li>a. Capitalize holidays, product names, and geographic names.</li><li>b. Use commas in greetings and closings of letters.</li><li>c. Use an apostrophe to form contractions and frequently occurring possessives.</li><li>d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</li><li>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li></ul>
Grade 3	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"><li>a. Capitalize appropriate words in titles.</li><li>b. Use commas in addresses.</li><li>c. Use commas and quotation marks in dialogue.</li><li>d. Form and use possessives.</li><li>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</li><li>f. Use spelling patterns and generalizations (e.g., word families, position-based</li></ul>



# SOUTH CAROLINA STATE DEPARTMENT OF EDUCATION

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	<p>spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>
Grade 4	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p>
Grade 5	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.*</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>
Grade 6	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p> <p>b. Spell correctly.</p>
Grade 7	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).</p> <p>b. Spell correctly.</p>
Grade 8	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>b. Use an ellipsis to indicate an omission.</p> <p>c. Spell correctly.</p>
Grades 9-10	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>b. Use a colon to introduce a list or quotation.</p> <p>c. Spell correctly.</p>
Grades 11-12	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Observe hyphenation conventions.</p> <p>b. Spell correctly.</p>



**College and Career Readiness**

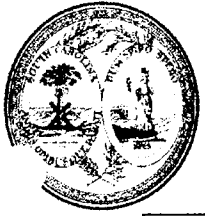
**Anchor Standards for Language**

**Vertical Progression – Language Standards**

**Knowledge of Language**

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

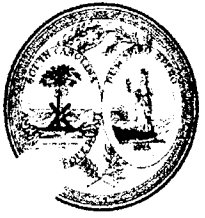
<b>Grade</b>	<b>Standard 3 at Each Grade Level</b>
Kindergarten	(Begins in grade 2)
Grade 1	(Begins in grade 2)
Grade 2	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.
Grade 3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect.* b. Recognize and observe differences between the conventions of spoken and written standard English.
Grade 4	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely.* b. Choose punctuation for effect.* c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
Grade 5	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
Grade 6	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/ listener interest, and style.* b. Maintain consistency in style and tone.*
Grade 7	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*



# **SOUTH CAROLINA STATE DEPARTMENT OF EDUCATION**

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Grade 8	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"><li>a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</li></ol>
Grades 9-10	<p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ol style="list-style-type: none"><li>a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.</li></ol>
Grades 11-12	<p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ol style="list-style-type: none"><li>a. Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</li></ol>



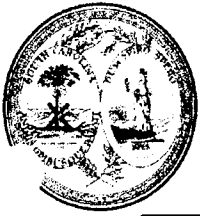
***College and Career Readiness Anchor Standards for Language***

***Vertical Progression – Language Standards***

**Vocabulary Acquisition and Use**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

<b>Grade</b>	<b>Standard 4 at Each Grade Level</b>
Kindergarten	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> . a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i> ). b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i> ) as a clue to the meaning of an unknown word.
Grade 1	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., <i>look</i> ) and their inflectional forms (e.g., <i>looks, looked, looking</i> ).
Grade 2	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i> ). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i> ). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i> ). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
Grade 3	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i> ).

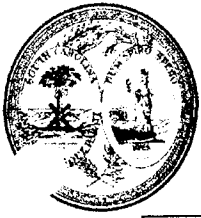


# SOUTH CAROLINA STATE DEPARTMENT OF EDUCATION

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	<ul style="list-style-type: none"><li>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i>, <i>companion</i>).</li><li>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</li></ul>
Grade 4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"><li>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</li><li>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>).</li><li>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li></ul>
Grade 5	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"><li>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li><li>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</li><li>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li></ul>
Grade 6	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"><li>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li><li>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>).</li><li>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li><li>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li></ul>
Grade 7	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"><li>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li><li>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</li><li>c. Consult general and specialized reference materials (e.g., dictionaries,</li></ul>





# SOUTH CAROLINA STATE DEPARTMENT OF EDUCATION

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	<p>glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
Grade 8	<p>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
Grades 9-10	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze</i>, <i>analysis</i>, <i>analytical</i>; <i>advocate</i>, <i>advocacy</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
Grades 11-12	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>



**College and Career Readiness Anchor Standards for Language**

**Vertical Progression – Language Standards**

**Vocabulary Acquisition and Use**

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

<b>Grade</b>	<b>Standard 5 at Each Grade Level</b>
Kindergarten	With guidance and support from adults, explore word relationships and nuances in word meanings. <ul style="list-style-type: none"><li>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</li><li>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</li><li>c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</li><li>d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</li></ul>
Grade 1	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. <ul style="list-style-type: none"><li>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</li><li>b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</li><li>c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</li><li>d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</li></ul>
Grade 2	Demonstrate understanding of word relationships and nuances in word meanings. <ul style="list-style-type: none"><li>a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).</li><li>b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</li></ul>
Grade 3	Demonstrate understanding of word relationships and nuances in word meanings. <ul style="list-style-type: none"><li>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</li><li>b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</li><li>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard,</i></li></ul>



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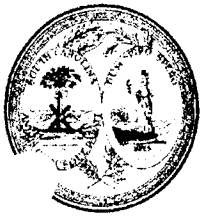
	<i>wondered).</i>
Grade 4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"><li>a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</li><li>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</li><li>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</li></ul>
Grade 5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"><li>a. Interpret figurative language, including similes and metaphors, in context.</li><li>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</li><li>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</li></ul>
Grade 6	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"><li>a. Interpret figures of speech (e.g., personification) in context.</li><li>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</li><li>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>).</li></ul>
Grade 7	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"><li>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</li><li>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</li><li>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</li></ul>
Grade 8	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"><li>a. Interpret figures of speech (e.g. verbal irony, puns) in context.</li><li>b. Use the relationship between particular words to better understand each of the words.</li><li>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).</li></ul>
Grades 9-10	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"><li>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</li><li>b. Analyze nuances in the meaning of words with similar denotations.</li></ul>
Grades 11-12	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"><li>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze</li></ul>



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|  | <p>their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p> |
|--|--|



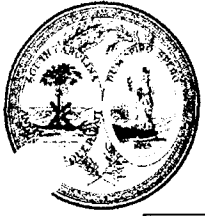
***College and Career Readiness Anchor Standards for Language***

***Vertical Progression – Language Standards***

**Vocabulary Acquisition and Use**

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

<b>Grade</b>	<b>Standard 6 at Each Grade Level</b>
Kindergarten	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
Grade 1	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i> ).
Grade 2	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i> ).
Grade 3	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i> ).
Grade 4	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i> ) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).
Grade 5	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i> ).
Grade 6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Grade 7	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Grade 8	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Grades 9-10	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.



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Grades 11-12	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## *ELA/Reading Resources*

SRA

Language!

System 44/Read 180

Wilson Reading

AGS Textbooks

Globe Fearon Books

WorkKeys: [www.workreadysc.com](http://www.workreadysc.com)

Study Island

Teacher Toolbox

Common Core Website: <http://www.corestandards.org/ELA-Literacy>

Various Websites: [www.prepdog.com](http://www.prepdog.com) , [www.edhelper.com](http://www.edhelper.com) , <http://www.spellingcity.com/> ,  
[www.readworks.org](http://www.readworks.org) , [www.floridahotteachers.org](http://www.floridahotteachers.org) , [www.learning.blog.nytimes.com](http://www.learning.blog.nytimes.com) ,  
[www.tweentribune.com](http://www.tweentribune.com) , [www.usatestprep.com](http://www.usatestprep.com)

**Spartanburg County Occupational Credential  
Common Core Math Standards  
Vertical Progression**



## Operations and Algebraic Thinking (K-5)

<b>Kindergarten</b>	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
<b>Grade 1</b>	Represent and solve problems involving addition and subtraction.  Understand and apply properties of operations and the relationship between addition and subtraction.  Add and subtract within 20.  Work with addition and subtraction equations.
<b>Grade 2</b>	Represent and solve problems involving addition and subtraction.  Add and subtract within 20.  Work with equal groups of objects to gain foundations for multiplication.
<b>Grade 3</b>	Represent and solve problems involving multiplication and division.  Understand properties of multiplication and the relationship between multiplication and division.  Multiply and divide within 100.  Solve problems involving the four operations, and identify and explain patterns in arithmetic.
<b>Grade 4</b>	Use the four operations with whole numbers to solve problems.  Gain familiarity with factors and multiples  Generate and analyze patterns.
<b>Grade 5</b>	Write and interpret numerical expressions.  Analyze patterns and relationships.

## Number and Operations in Base 10 (K-5)

<b>Kindergarten</b>	Work with numbers 11–19 to gain foundations for place value.
<b>Grade 1</b>	Extend the counting sequence.  Understand place value.  Use <i>place value understanding and properties of operations to add and subtract.</i>
<b>Grade 2</b>	Understand place value.  Use place value understanding and properties of operations to add and subtract.
<b>Grade 3</b>	Use place value understanding and properties of operations to perform multi-digit arithmetic.
<b>Grade 4</b>	Generalize place value understanding for multi-digit whole numbers.  Use place value understanding and properties of operations to perform multi-digit arithmetic.
<b>Grade 5</b>	Understand the place value system.  Perform operations with multi-digit whole numbers and with decimals to hundredths.

## Numbers and Operations-Fractions (K-5)

<b>Kindergarten</b>	NONE
<b>Grade 1</b>	
<b>Grade 2</b>	
<b>Grade 3</b>	
<b>Grade 4</b>	<p>Extend understanding of fraction equivalence and ordering.</p> <p>Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</p> <p>Understand decimal notation for fractions, and compare decimal fractions.</p>
<b>Grade 5</b>	<p>Use equivalent fractions as a strategy to add and subtract fractions.</p> <p>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p>

## Measurement and Data (K-5)

<b>Kindergarten</b>	<p>Describe and compare measurable attributes.</p> <p>Classify objects and count the number of objects in categories.</p>
<b>Grade 1</b>	<p>Measure lengths indirectly and by iterating length units.</p> <p>Tell and write time.</p> <p>Represent and interpret data.</p>
<b>Grade 2</b>	<p>Measure and estimate lengths in standard units.</p> <p>Relate addition and subtraction to length.</p> <p>Work with time and money.</p> <p>Represent and interpret data.</p>
<b>Grade 3</b>	<p>Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</p> <p>Represent and interpret data.</p> <p>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</p> <p>Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.</p>
<b>Grade 4</b>	<p>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</p> <p>Represent and interpret data.</p> <p><i>Geometric measurement: understand concepts of angle and measure angles.</i></p>
<b>Grade 5</b>	<p>Convert like measurement units within a given measurement system.</p> <p>Represent and interpret data.</p> <p>Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</p>

## Geometry (K-8)

<b>Kindergarten</b>	<p>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</p> <p>Analyze, compare, create, and compose shapes.</p>
<b>Grade 1</b>	Reason with shapes and their attributes.
<b>Grade 2</b>	Reason with shapes and their attributes.
<b>Grade 3</b>	Reason with shapes and their attributes.
<b>Grade 4</b>	Draw and identify lines and angles, and classify shapes by properties of their lines and angles.
<b>Grade 5</b>	<p>Graph points on the coordinate plane to solve real-world and mathematical problems.</p> <p>Classify two-dimensional figures into categories based on their properties.</p>
<b>Grade 6</b>	Solve real-world and mathematical problems involving area, surface area, and volume.
<b>Grade 7</b>	<p>Draw, construct and describe geometrical figures and describe the relationships between them.</p> <p>Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.</p>
<b>Grade 8</b>	<p>Understand congruence and similarity using physical models, transparencies, or geometry software.</p> <p>Understand and apply the Pythagorean theorem.</p> <p>Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.</p>

## Ratios and Proportional Relationships (6-8)

<b>Grade 6</b>	Understand ratio concepts and use ratio reasoning to solve problems.
<b>Grade 7</b>	Analyze proportional relationships and use them to solve real-world and mathematical problems.
<b>Grade 8</b>	None

## The Number System (6-8)

<b>Grade 6</b>	<p>Apply and extend previous understandings of multiplication and division to divide fractions by fractions.</p> <p>Compute fluently with multi-digit numbers and find common factors and multiples.</p> <p>Apply and extend previous understandings of numbers to the system of rational numbers.</p>
<b>Grade 7</b>	<p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p>
<b>Grade 8</b>	<p>Know that there are numbers that are not rational, and approximate them by rational numbers.</p>

## Expressions and Equations (6-8)

<b>Grade 6</b>	<p>Apply and extend previous understandings of arithmetic to algebraic expressions.</p> <p>Reason about and solve one-variable equations and inequalities.</p> <p>Represent and analyze quantitative relationships between dependent and independent variables.</p>
<b>Grade 7</b>	<p>Use properties of operations to generate equivalent expressions.</p> <p>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p>
<b>Grade 8</b>	<p>Work with radicals and integer exponents.</p> <p>Understand the connections between proportional relationships, lines, and linear equations.</p> <p>Analyze and solve linear equations and pairs of simultaneous linear equations.</p>



## Statistics and Probability (6-8)

<b>Grade 6</b>	Develop understanding of statistical variability. Summarize and describe distributions.
<b>Grade 7</b>	Use random sampling to draw inferences about a population. Draw informal comparative inferences about two populations. Investigate chance processes and develop, use, and evaluate probability models.
<b>Grade 8</b>	Investigate patterns of association in bivariate data.

## *Math Resources*

Saxon Math

Transmath

VMath

Casey Life

AGS Textbooks

Common Core Website <http://www.corestandards.org/Math>

Study Island

WorkKeys

Teacher Toolbox

Steck-Vaughn, mathematics booklets

Various Websites: [www.prepdog.com](http://www.prepdog.com) , [www.edhelper.com](http://www.edhelper.com) , <http://www.tenmarks.com> ,  
<http://www.math.com/> , [www.coolmath.com](http://www.coolmath.com) ,

# **Spartanburg County Occupational Credential Social Studies & Science State Standards**

# ***SOCIAL STUDIES***

## ***SC Government State Standards:***

**Standard USG-2:** The student will demonstrate an understanding of foundational American political principles and the historical events and philosophical ideas that shaped the development and application of these principles.

### **Indicators**

USG-2.1 Summarize core principles of United States government, including limited government, federalism, checks and balances, separation of powers, rule of law, popular sovereignty, republicanism, individual rights, freedom, equality, and self-government.

USG-2.4 Evaluate significant American founding documents in relation to core political principles, including the Declaration of Independence, the Articles of Confederation, state constitutions, the United States Constitution, *The Federalist* papers, and the Bill of Rights.

**Standard USG-3:** The student will demonstrate an understanding of the basic organization and function of United States government on national, state, and local levels and the role of federalism in addressing the distribution of power.

### **Indicators**

USG-3.1 Evaluate the Constitution as the written framework of the United States government, including expression of the core principles of limited government, federalism, checks and balances, separation of powers, rule of law, popular sovereignty, republicanism, individual rights, freedom, equality, and self-government.

USG-3.2 Evaluate the formal and informal structure, role, responsibilities, and authority of the legislative, executive, and judicial branches of the national government as the embodiments of constitutional principles.

USG-3.3 Analyze federalism and its application in the United States, including the concepts of enumerated, concurrent, and reserved powers; the meaning of the ninth and tenth amendments; the principle of states' rights; the promotion of limited government; the protection of individual rights; and the potential for conflict among the levels of government.

USG-3.4 Analyze the organization and responsibilities of local and state governments in the United States federal system, including the role of state constitutions, the limitations on state governments, the typical organization of state governments, the relationship between state and local governments, and the major responsibilities of state governments.

**Standard USG-4:** The student will demonstrate an understanding of civil rights and civil liberties, the role of American citizens in the American political system, and distinctive expressions of American political culture.

### **Indicators**

USG-4.1 Evaluate the role of the citizen in the American political process, including civic responsibilities and the interaction between the citizen and government.

USG-4.2 Analyze the process of political socialization and its relation to political participation.

USG-4.3 Evaluate the role and function of common avenues utilized by citizens in political participation, including political parties, voting, polls, interest groups, and community service.

USG-4.4 Analyze the process through which citizens monitor and influence public policy, including political parties, interest groups, the media, lobbying, donations, issue advocacy, and candidate support.

USG-4.5 Evaluate the importance of civil rights and civil liberties for citizens in American political culture and the protective role of the national government through the Bill of Rights, the judicial system, and the Fourteenth Amendment.

USG-4.6 Explain how fundamental values, principles, and rights often conflict within the American political system; why these conflicts arise; and how these conflicts are and can be addressed.

## ***SC History State Standards:***

**Standard 3-1:** The student will demonstrate an understanding of places and regions in South Carolina and the role of human systems in the state.

### **Indicators**

3-1.1 Categorize the six landform regions of South Carolina—the Blue Ridge, the Piedmont, the Sand Hills, the Inner Coastal Plain, the Outer Coastal Plain, and the Coastal Zone—according to their climate, physical features, and natural resources.

3-1.2 Describe the location and characteristics of significant features of South Carolina, including landforms; river systems such as the Pee Dee River Basin, the Santee River Basin, the Edisto River Basin, and the Savannah River Basin; major cities; and climate regions.

3-1.3 Explain interactions between the people and the physical landscape of South Carolina over time, including the effects on population distribution, patterns of migration, access to natural resources, and economic development.

**Standard 3-2:** The student will demonstrate an understanding of the exploration and settlement of South Carolina.

### **Indicators**

3-2.1 Compare the culture, governance, and physical environment of the major Native American tribal groups of South Carolina, including the Cherokee, Catawba, and Yemassee.

3-2.2 Summarize the motives, activities, and accomplishments of the exploration of South Carolina by the Spanish, French, and English.

3-2.3 Describe the initial contact, cooperation, and conflict between the Native Americans and European settlers in South Carolina.

3-2.4 Summarize the development of the Carolina colony under the Lords Proprietors and the royal colonial government, including settlement by and trade with the people of Barbados and the influence of other immigrant groups.

3-2.5 Explain the role of Africans in developing the culture and economy of South Carolina, including the growth of the slave trade; slave contributions to the plantation economy; the daily lives of the enslaved people; the development of the Gullah culture; and their resistance to slavery.

**Standard 3-3** The student will demonstrate an understanding of the American Revolution and South Carolina's role in the development of the new American nation.

### **Indicators**

3-3.1 Summarize the causes of the American Revolution, including Britain's passage of the Stamp Act, the Tea Act, and the Intolerable Acts; the rebellion of the colonists; and the writing of the Declaration of Independence.

3-3.2 Compare the perspectives of South Carolinians during the American Revolution, including Patriots, Loyalists, women, enslaved and free Africans, and Native Americans.

3-3.3 Summarize the course of the American Revolution in South Carolina, including the role of William Jasper and Fort Moultrie; the occupation of Charles Town by the British; the partisan warfare of Thomas Sumter, Andrew Pickens, and Francis Marion; and the battles of Cowpens, Kings Mountain, and Eutaw Springs.

3-3.4 Summarize the effects of the American Revolution, including the establishment of state and national governments.

3-3.5 Outline the structure of state government, including the branches of government (legislative, executive, and judicial), the representative bodies of each branch (general assembly, governor, and supreme court), and the basic powers of each branch.

**Standard 3-4:** The student will demonstrate an understanding of life in the antebellum period, the causes and effects of the Civil War, and the impact of Reconstruction in South Carolina.

**Indicators**

- 3-4.1 Compare the economic conditions for various classes of people in South Carolina, including the elite, the middle class, the lower class, the independent farmers, and the enslaved and free African Americans.
- 3-4.2 Summarize the development of slavery in antebellum South Carolina, including the invention of the cotton gin and the subsequent expansion of and economic dependence on slavery.
- 3-4.3 Explain the reasons for South Carolina’s secession from the Union, including the abolitionist movement and the concept of states’ rights.
- 3-4.4 Summarize the course of the Civil War in South Carolina, including the Secession Convention, the firing on Fort Sumter, the Union blockade of Charleston, the significance of the *Hunley* submarine; the exploits of Robert Smalls; and General William T. Sherman’s march through the state.
- 3-4.5 Explain how the destruction caused by the Civil War affected the economy and daily lives of South Carolinians, including the scarcity of food, clothing, and living essentials and the continuing racial tensions.
- 3-4.6 Summarize the positive and negative effects of Reconstruction in South Carolina, including the development of public education; the establishment of sharecropping; racial advancements and tensions; and the attempts to rebuild towns, factories, and farms.

**Standard 3-5:** The student will demonstrate an understanding of the major developments in South Carolina in the late nineteenth and the twentieth century.

**Indicators**

- 3-5.1 Summarize the social and economic impact of developments in agriculture, industry and technology, including the creation of Jim Crow laws, the rise and fall of textile markets, and the expansion of the railroad.
- 3-5.2 Explain the causes and impact of emigration from South Carolina and internal migration from rural areas to the cities, including discrimination and unemployment; poor sanitation and transportation services; and the lack of electricity and other modern conveniences in rural locations.
- 3-5.3 Explain the effects of the Great Depression on daily life in South Carolina, including the widespread poverty and unemployment and the efforts of the federal government to create jobs through a variety of New Deal programs.
- 3-5.4 Summarize the social and economic impact of World War II and the Cold War on South Carolina, including the end of the Great Depression, improvements in modern conveniences, increased opportunities for women and African Americans, and the significance of the opening and eventual closing of military bases.
- 3-5.5 Summarize the development of economic, political, and social opportunities of African Americans in South Carolina, including the end of Jim Crow laws; the desegregation of schools (*Briggs v. Elliott*) and other public facilities; and efforts of African Americans to achieve the right to vote.
- 3-5.6 Describe the growth of tourism and its impact on the economy of South Carolina, including the development of historic sites, state parks, and resorts and the expanding transportation systems that allow for greater access to our state.

***SC Economics State Standards:***

**Standard ECON-4:** The student will demonstrate an understanding of how trade among nations affects markets, employment, economic growth, and other activity in the domestic economy.

**Indicators**

- ECON-4.1 Summarize how differing factor endowments—such as geography, the development of technology, and the abundance of labor—affect the goods and services in which a nation specializes.

ECON-4.2 Explain how the United States specializes in the production of those goods and services in which it has a comparative advantage.

ECON-4.3 Explain how the rise of a global marketplace contributes to the well-being of all societies but the benefits derived from globalization are unequal.

ECON-4.4 Explain how a global marketplace influences domestic labor markets, wage rates, unemployment levels, and disparities in earning potentials.

**Standard ECON-5:** The student will demonstrate an understanding of how personal financial decisions affect an individual's present and future economic status.

**Indicators**

ECON-5.1 Explain how individuals make personal economic decisions and how current spending and acquisition of debt can impact future income.

ECON-5.2 Explain that income for most people is determined by the market value of the productive resources they sell.

ECON-5.3 Explain how wage rates for most workers depend upon the market value of what the workers produce for the marketplace.

# **SCIENCE**

## **SC Science State Standards:**

### **Astronomy**

**Standard 4-3:** The student will demonstrate an understanding of the properties, movements, and locations of objects in the solar system. (Earth Science)

#### **Indicators**

- 4-3.1 Recall that Earth is one of many planets in the solar system that orbit the Sun.
- 4-3.2 Compare the properties (including the type of surface and atmosphere) and the location of Earth to the Sun, which is a star, and the Moon.
- 4-3.3 Explain how the Sun affects Earth.
- 4-3.4 Explain how the tilt of Earth's axis and the revolution around the Sun results in the seasons of the year.
- 4-3.5 Explain how the rotation of Earth results in day and night.
- 4-3.6 Illustrate the phases of the Moon and the Moon's effect on ocean tides.
- 4-3.7 Interpret the change in the length of shadows during the day in relation to the position of the Sun in the sky.
- 4-3.8 Recognize the purpose of telescopes.

### **Properties of Light and Electricity**

**Standard 4-5:** The student will demonstrate an understanding of the properties of light and electricity. (Physical Science)

#### **Indicators**

- 4-5.1 Summarize the basic properties of light (including brightness and colors).
- 4-5.2 Illustrate the fact that light, as a form of energy, is made up of many different colors.
- 4-5.3 Summarize how light travels and explain what happens when it strikes an object (including reflection, refraction, and absorption).
- 4-5.4 Compare how light behaves when it strikes transparent, translucent, and opaque materials.
- 4-5.5 Explain how electricity, as a form of energy, can be transformed into other forms of energy (including light, heat, and sound).
- 4-5.6 Summarize the functions of the components of complete circuits (including wire, switch, battery, and light bulb).
- 4-5.7 Illustrate the path of electric current in series and parallel circuits.
- 4-5.8 Classify materials as either conductors or insulators of electricity.
- 4-5.9 Summarize the properties of magnets and electromagnets (including polarity, attraction/repulsion, and strength).
- 4-5.10 Summarize the factors that affect the strength of an electromagnet.

### **Properties of Matter**

**Standard 5-4:** The student will demonstrate an understanding of properties of matter. (Physical Science)

#### **Indicators**

- 5-4.1 Recall that matter is made up of particles too small to be seen.
- 5-4.2 Compare the physical properties of the states of matter (including volume, shape, and the movement and spacing of particles).
- 5-4.3 Summarize the characteristics of a mixture, recognizing a solution as a kind of mixture.
- 5-4.4 Use the processes of filtration, sifting, magnetic attraction, evaporation, chromatography, and floatation to separate mixtures.
- 5-4.5 Explain how the solute and the solvent in a solution determine the concentration.



- 5-4.6 Explain how temperature change, particle size, and stirring affect the rate of dissolving.
- 5-4.7 Illustrate the fact that when some substances are mixed together, they chemically combine to form a new substance that cannot easily be separated.
- 5-4.8 Explain how the mixing and dissolving of foreign substances is related to the pollution of the water, air, and soil.

### **Forces and Motion**

**Standard 5-5:** The student will demonstrate an understanding of the nature of force and motion. (Physical Science)

#### **Indicators**

- 5-5.1 Illustrate the affects of force (including magnetism, gravity, and friction) on motion.
- 5-5.2 Summarize the motion of an object in terms of position, direction, and speed.
- 5-5.3 Explain how unbalanced forces affect the rate and direction of motion in objects.
- 5-5.4 Explain ways to change the effect that friction has on the motion of objects (including changing the texture of the surfaces, changing the amount of surface area involved, and adding lubrication).
- 5-5.5 Use a graph to illustrate the motion of an object.
- 5-5.6 Explain how a change of force or a change in mass affects the motion of an object.

### **Earth's Atmosphere and Weather**

**Standard 6-4:** The student will demonstrate an understanding of the relationship between Earth's atmospheric properties and processes and its weather and climate. (Earth Science)

#### **Indicators**

- 6-4.1 Compare the composition and structure of Earth's atmospheric layers (including the gases and differences in temperature and pressure within the layers).
- 6-4.2 Summarize the interrelationships among the dynamic processes of the water cycle (including precipitation, evaporation, transpiration, condensation, surface-water flow, and groundwater flow).
- 6-4.3 Classify shapes and types of clouds according to elevation and their associated weather conditions and patterns.
- 6-4.4 Summarize the relationship of the movement of air masses, high and low pressure systems, and frontal boundaries to storms (including thunderstorms, hurricanes, and tornadoes) and other weather conditions.
- 6-4.5 Use appropriate instruments and tools to collect weather data (including wind speed and direction, air temperature, humidity, and air pressure).
- 6-4.6 Predict weather conditions and patterns based on weather data collected from direct observations and measurements, weather maps, satellites, and radar.
- 6-4.7 Explain how solar energy affects Earth's atmosphere and surface (land and water).
- 6-4.8 Explain how convection affects weather patterns and climate.
- 6-4.9 Explain the influence of global winds and the jet stream on weather and climatic conditions.

### **Conservation of Energy**

**Standard 6-5:** The student will demonstrate an understanding of the law of conservation of energy and the properties of energy and work. (Physical Science)

#### **Indicators**

- 6-5.1 Identify the sources and properties of heat, solar, chemical, mechanical, and electrical energy.
- 6-5.2 Explain how energy can be transformed from one form to another (including the two types of mechanical energy, potential and kinetic, as well as chemical and electrical energy) in accordance with the law of conservation of energy.
- 6-5.3 Explain how magnetism and electricity are interrelated by using descriptions, models, and diagrams of electromagnets, generators, and simple electrical motors.

- 6-5.4 Illustrate energy transformations (including the production of light, sound, heat, and mechanical motion) in electrical circuits.
- 6-5.5 Illustrate the directional transfer of heat energy through convection, radiation, and conduction.
- 6-5.6 Recognize that energy is the ability to do work (force exerted over a distance).
- 6-5.7 Explain how the design of simple machines (including levers, pulleys, and inclined planes) helps reduce the amount of force required to do work.
- 6-5.8 Illustrate ways that simple machines exist in common tools and in complex machines.

### **Human Body Systems and Disease**

**Standard 7-3:** The student will demonstrate an understanding of the functions and interconnections of the major human body systems, including the breakdown in structure or function that disease causes. (Life Science)

#### **Indicators**

- 7-3.1 Summarize the levels of structural organization within the human body (including cells, tissues, organs, and systems).
- 7-3.2 Recall the major organs of the human body and their function within their particular body system.
- 7-3.3 Summarize the relationships of the major body systems (including the circulatory, respiratory, digestive, excretory, nervous, muscular, and skeletal systems).
- 7-3.4 Explain the effects of disease on the major organs and body systems (including infectious diseases such as colds and flu, AIDS, and athlete's foot and noninfectious diseases such as diabetes, Parkinson's, and skin cancer).

### **Health and Safety Education Standards**

**Standard 1.** The student will comprehend concepts related to health promotion to enhance health.

**Standard 2.** The student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

**Standard 3.** The student will demonstrate the ability to access valid information and products and services to enhance health.

**Standard 4.** The student will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Standard 5.** The student will demonstrate the ability to use decision-making skills to enhance health.

**Standard 6.** The student will demonstrate the ability to use goal-setting skills to enhance health.

**Standard 7.** The student will demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks.

**Standard 8.** The student will demonstrate the ability to advocate for personal, family, and consumer health.

## *Social Studies & Science Resources*

AGS Books

Discovery Channel

Teacher Toolbox

Leveled Text Readers

Steck Vaughn Booklets

Various Websites: [www.edhelper.com](http://www.edhelper.com) , [www.sheppardsoftware.com](http://www.sheppardsoftware.com) , [www.usatestprep.com](http://www.usatestprep.com) , newspapers ,

# **Spartanburg County Occupational Credential Self-Advocacy Standards**

**Standard 1:** *Self Awareness:* Student defines one's strength and limitations as he/she demonstrates an understanding of who they are as individuals.

**Indicators**

- 1.1 Identifies what motivates self
- 1.2 Identifies what is important to self
- 1.3 Identifies what he/she likes to do (pleasure/satisfaction)
- 1.4 Identifies what drives and motivates self (dreams, goals)
- 1.5 Regularly evaluates where his/her life is headed through transition planning and/or IEP.
- 1.6 Formulates a realistic view of self
- 1.7 Has a realistic view of capabilities and limitations
- 1.8 Identifies and articulates strengths, weaknesses, and accommodations
- 1.9 Annually presents strengths and weaknesses
- 1.10 Describes situations that require self-advocacy
- 1.11 Defines legal and civil rights (IDEA, Bill of Rights, ADA, IEP)
- 1.12 Identifies and questions potential safety situations
- 1.13 Identifies that obtaining services often requires self-advocacy (college & work supports)
- 1.14 Identifies the individual steps necessary to achieve personal success
- 1.15 Annually self evaluates progress and growth
- 1.16 Uses a variety of techniques/tools to succeed in situations

**Standard 2:** *Self Advocacy:* The student advocates on one's own behalf.

**Indicators**

- 2.1 Defines self-advocacy
- 2.2 Identifies examples of self-advocacy
- 2.3 Shares personal strengths, weaknesses, likes, and dislikes
- 2.4 Leads, guides, or directs transition discussion (IEP & Person Centered Planning)
- 2.5 Organizes a list of important advocates to invite to meetings (ORS, BHDDH, etc...)
- 2.6 Actively listens and communicates
- 2.7 Requests help when needed

**Standard 3:** *Assertive Communication:* The student promotes own ideas effectively.

**Indicators**

- 3.1 Communicates ideas, preferences, and needs so others understand them
- 3.2 Uses own method of communication effectively
- 3.3 Describes ideas in a language that all can understand
- 3.4 Vocalizes why ideas are meaningful
- 3.5 Produces clear ideas with examples and stories
- 3.6 Initiates and maintains an interactive communication
- 3.7 Acknowledges speaker (maintains eye contact, head nods, facial expression, vocalizations, etc)
- 3.8 Responds appropriately to continue to the conversation
- 3.9 Finishes and closes a conversation

**Standard 4: *Choice Making*:** The student makes choices that reflect his/her values and then follows through with appropriate actions.

**Indicators**

- 4.1 Identifies his/her values
- 4.2 Demonstrates the right to make a choice
- 4.3 Gathers information to make informed choices
- 4.4 Examines all choices
- 4.5 Compares preferred and non preferred choices
- 4.6 Selects choice
- 4.7 Accepts results of choice

**Standard 5: *Self Regulation*:** The student demonstrates the ability to regulate his/her own behavior in order to reach goal.

**Indicators**

- 5.1 Examines factors (environments, situations, persons, etc) that elicit a response (Self Observation)
- 5.2 Creates a personal journal of situations that are stressful (Self-Reflect)
- 5.3 Identifies fears and anger
- 5.4 Identifies coping strategies to assist with regulating behavior (manipulative)
- 5.5 Demonstrates stress reduction and stress management techniques
- 5.6 Recognizes personal responsibility in controlling his/her behavior
- 5.7 Evaluates coping strategies (Self Reinforcement)

**Standard 6: *Future Planning*:** The student demonstrates increased control over his/her personal life.

**Indicators**

- 6.1 Attends IEP
- 6.2 Completes assessments to assist my IEP team in making decisions on my behalf
- 6.3 Defines post school goals
- 6.4 Introduces IEP members
- 6.5 Attends workshops about college, jobs, services, and advocacy rights (Dare to Dream, College Forum, Adult Services, etc...)
- 6.6 Identifies pathways that support his/her post school goals

**Standard 7: *Problem Solving Skills*:** The student solves problems and demonstrates decision-making strategies.

**Indicators**

- 7.1 Defines the problem
- 7.2 Identifies potential causes for the problem
- 7.3 Identifies alternatives for approaches to resolve the problem
  - 1 Creates a list of pros and cons to help make a decision
- 7.5 Plans the implementation of the best alternative (this is your action plan)

- 7.6 Monitors implementation of the plan
- 7.7 Verifies if the problem has been resolved or not

**Standard 8: *Empowerment:*** The student demonstrates the ability to affect his/her own life and the lives of others.

**Indicators**

- 8.1 Describes the term “disability”
- 8.2 Describes and articulate his/her disability;
- 8.3 Identifies potential barriers
- 8.4 Develops strategies/accommodations to overcome barriers
- 8.5 Identifies a plan for success (skills, changes, resources, information, & contacts)
- 8.6 Contributes in presentations and panels on disability issues to school and community groups.

**Standard 9: *Goal Directed:*** The student demonstrates understanding of setting and achieving important goals.

**Indicators**

- 9.1 Defines goal to be reached
- 9.2 Communicates goal
- 9.3 Describes what goal will look like when reached
- 9.4 Determines when goal will be reached (ex. Timeline)
- 9.5 Develops a plan for reaching goal
- 6 Determines tasks to be completed to reach goal
- 9.7 Determines the supports needed for completing each task
- 9.8 Determines time needed to complete each task
- 9.9 Determines order in which tasks need to be completed
- 9.10 Determines what to do before starting each task
- 9.11 Evaluates when steps are completed toward reaching the goal(s)

## *Self-Advocacy Resource*

Video clip of a student with CP and how he has overcome his disability  
[www.imtyler.org](http://www.imtyler.org)

Multiple resources on classroom instruction and self advocacy activities  
<http://www.ldonline.org/>

Definitions of LD that can be used with students  
[http://www.ldinfo.com/learning\\_disability.htm](http://www.ldinfo.com/learning_disability.htm)

Q&A of ADD and ADHD facts  
<http://www.ldinfo.com/add.htm>

LD Self Advocacy Manual  
[http://www.ldinfo.com/self\\_advocacy\\_manual.htm](http://www.ldinfo.com/self_advocacy_manual.htm)

AMAZING video for MS and HS students  
<http://www.headstrongnation.org/documentary>

Ideas/Strategies for MS and HS resource classrooms (Teaching study/organ. Skills)  
<http://www.resourceroom.net/older/index.asp>

On-line learning styles inventories  
[tp://www.venturacountyselpa.com/TransitiontoAdultLife/ResourcesforStudents/SelfAwarenessSelfAdvocacy.aspx](http://www.venturacountyselpa.com/TransitiontoAdultLife/ResourcesforStudents/SelfAwarenessSelfAdvocacy.aspx)

Website for parents for talking to their children about self-advocacy and disabilities  
<http://www.smartkidswithld.org/ld-basics/beyond-the-classroom/educating-your-child-about-learning-disabilities>

Student led IEP meetings at the elementary and middle grades  
[http://www.educationworld.com/a\\_admin/admin/admin326.shtml](http://www.educationworld.com/a_admin/admin/admin326.shtml)

Definition of self advocacy  
<http://www.fullifehawaii.org/selfdetermination.html>

*A Practical Guide for Teaching Self-Determination*  
Authors: Sharon Field, Jim Martin, Bob Miller, Michael Ward and Michael Wehmeyer

This site has lesson plan starters. Each lesson plan has 5 components: objective, setting and materials, content taught, teaching procedures, and method of evaluation.  
<http://www.uncc.edu/sdsp>

This site has printable posters, short inspirational stories and quotes.  
<http://www.values.com>



Free resource for creating charts and graphs  
[www.easyCBM.com](http://www.easyCBM.com)

Joe Witt Reading Center - the homepage has links to 1st-5th grade reading probes. The links take you to a second page to choose from levels 1-6 or 7-12. Extra pages for each story have comprehension questions and vocabulary. Pages are copyrighted, but you can email for permission to use. So far, I've just had students read from the computer.

<http://www.joewitt.org/reading/>

Quick clip of Orlando Bloom re: dyslexia

<http://www.hulu.com/watch/154205/access-hollywood-orlando-bloom-ive-learned-to-live-with-and-overcome-my-dyslexia>

Good site for HS students. A handbook for advocacy.

<http://www.ctserc.org/transition/A%20Special%20Educational%20Journey%20from%20Self%20Discovery%20to%20Advocacy.pdf>

Numerous resources on this site, including an IEP portfolio template.

<http://www.hawbaker.pls.iowapages.org/id2.html>

Student Guides for leading an IEP meeting

[http://www.glenncoe.org/\\_programs/\\_special\\_education/documents/SelfDirected\\_IEP.pdf](http://www.glenncoe.org/_programs/_special_education/documents/SelfDirected_IEP.pdf)

<http://www.nichey.org/InformationResources/Documents/NICHCY%20PUBS/st1.pdf>

Storyline is a website that has famous actors reading stories aloud. They have Thank You, Mr. Falker by Patricia Polloco. The story is all about the author's childhood experience learning to read. After they listen to the story (which has subtitles..in my opinion..crucial benefit) they students are thinking about their "balcony" people or those that cheer them on. They are then writing their own "thank you" to someone who has believed in them. Darling! Just thought I would share.

<http://www.storylineonline.net/>

Road to Success: Lessons and Units designed for transition and self-advocacy. From home page, scroll down for the section called "Roads to Success Curriculum." There, you will find curriculum and lessons plans for grades 7-12.

[http://www.collegeincolorado.org/Home/For\\_Professionals/Materials.aspx#highschool](http://www.collegeincolorado.org/Home/For_Professionals/Materials.aspx#highschool)

Difabilities: A teacher made blog for middle school that includes power point presentations, sample lessons, etc. Found it on Pinterest!

<http://www.difabilities.net/index.htm>

Maryland Learning Links: Self-Determination and Self-Advocacy Timelines and Definitions

<http://marylandlearninglinks.org/2761>

Free lesson plans on the areas of Trustworthiness, Fairness, Respect, Caring, Responsibility, and Citizenship. Lessons can be chosen by age and subject. Appropriate for upper elementary, middle, and secondary.

<http://charactercounts.org/lesson-plans/index.html>

Character Education lesson plans sorted by age level. Appropriate for upper elementary, middle, and secondary.

<http://www.character.org/lessons/lesson-plans/>

Great list of ideas for classroom activities/on-going lessons for your classroom. The “Help” video/lesson is included in this site. Appropriate for upper elementary, middle, and secondary. Found on Pinterest!

<http://www.the-teachers-lounge.com/blog/2012/01/the-top-character-education-lessons-plans-and-motivational-videos-of-2011/>

Lessons for teaching social skills. Appropriate for middle school and secondary.

<http://www.cccoe.net/social/skillslist.htm>

Wisconsin Department of Public Instruction: Opening Doors to Self-Determination Skills. Appropriate for middle school and high school. Go activities/worksheets for problem solving.

<http://dpi.wi.gov/sped/pdf/tranopndrs-self-determination.pdf>

I’m Determined

<http://www.ou.edu/content/education/centers-and-partnerships/zarrow.html?rd=1>  
[www.imdetermined.org](http://www.imdetermined.org)

# **Spartanburg County Occupational Credential Standards by Course**

# **ENGLISH**

## ***Common Core State Standards:***

### ***College and Career Readiness Anchor Standards for Language***

#### **Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### **Knowledge of Language**

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

#### **Vocabulary Acquisition and Use**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

### ***College and Career Readiness Anchor Standards for Reading***

#### **Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### **Craft and Structure**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

#### **Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

## **Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

## ***College and Career Readiness Anchor Standards for Speaking and Listening***

### **Comprehension and Collaboration**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### **Presentation of Knowledge and Ideas**

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## ***College and Career Readiness Anchor Standards for Writing***

### **Text Types and Purposes**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### **Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### **Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Range of Writing**

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

# MATH

## Common Core State Standards:

### Operations and Algebraic Thinking (K-5)

<b>Kindergarten</b>	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
<b>Grade 1</b>	Represent and solve problems involving addition and subtraction. Understand and apply properties of operations and the relationship between addition and subtraction. Add and subtract within 20. Work with addition and subtraction equations.
<b>Grade 2</b>	Represent and solve problems involving addition and subtraction. Add and subtract within 20. Work with equal groups of objects to gain foundations for multiplication.
<b>Grade 3</b>	Represent and solve problems involving multiplication and division. Understand properties of multiplication and the relationship between multiplication and division. Multiply and divide within 100. Solve problems involving the four operations, and identify and explain patterns in arithmetic.
<b>Grade 4</b>	Use the four operations with whole numbers to solve problems. Gain familiarity with factors and multiples Generate and analyze patterns.
<b>Grade 5</b>	Write and interpret numerical expressions. Analyze patterns and relationships.

### Number and Operation in Base 10 (K-5)

<b>Kindergarten</b>	Work with numbers 11–19 to gain foundations for place value.
<b>Grade 1</b>	Extend the counting sequence. Understand place value. Use place value understanding and properties of operations to add and subtract.
<b>Grade 2</b>	Understand place value. Use place value understanding and properties of operations to add and subtract.
<b>Grade 3</b>	Use place value understanding and properties of operations to perform multi-digit arithmetic.
<b>Grade 4</b>	Generalize place value understanding for multi-digit whole numbers. Use place value understanding and properties of operations to perform multi-digit arithmetic.
<b>Grade 5</b>	Understand the place value system. Perform operations with multi-digit whole numbers and with decimals to hundredths.

### Numbers and Operations-Fractions (K-5)

<b>Kindergarten</b>	NONE
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<b>Grade 1</b>	
<b>Grade 2</b>	
<b>Grade 3</b>	
<b>Grade 4</b>	Extend understanding of fraction equivalence and ordering. Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. Understand decimal notation for fractions, and compare decimal fractions.
<b>Grade 5</b>	Use equivalent fractions as a strategy to add and subtract fractions. Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

### Measurement and Data (K-5)

<b>Kindergarten</b>	Describe and compare measurable attributes. Classify objects and count the number of objects in categories.
<b>Grade 1</b>	Measure lengths indirectly and by iterating length units. Tell and write time. Represent and interpret data.
<b>Grade 2</b>	Measure and estimate lengths in standard units. Relate addition and subtraction to length. Work with time and money. Represent and interpret data.
<b>Grade 3</b>	Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. Represent and interpret data. Geometric measurement: understand concepts of area and relate area to multiplication and to addition. Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.
<b>Grade 4</b>	Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. Represent and interpret data. Geometric measurement: understand concepts of angle and measure angles.
<b>Grade 5</b>	Convert like measurement units within a given measurement system. Represent and interpret data. Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

### Geometry (K-8)

<b>Kindergarten</b>	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Analyze, compare, create, and compose shapes.
<b>Grade 1</b>	Reason with shapes and their attributes.
<b>Grade 2</b>	Reason with shapes and their attributes.
<b>Grade 3</b>	Reason with shapes and their attributes.
<b>Grade 4</b>	Draw and identify lines and angles, and classify shapes by properties of their lines and

	angles.
<b>Grade 5</b>	Graph points on the coordinate plane to solve real-world and mathematical problems. Classify two-dimensional figures into categories based on their properties.
<b>Grade 6</b>	Solve real-world and mathematical problems involving area, surface area, and volume.
<b>Grade 7</b>	Draw, construct and describe geometrical figures and describe the relationships between them. Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.
<b>Grade 8</b>	Understand congruence and similarity using physical models, transparencies, or geometry software. Understand and apply the Pythagorean theorem. Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.

### **Ratios and Proportional Relationships (6-8)**

<b>Grade 6</b>	Understand ratio concepts and use ratio reasoning to solve problems.
<b>Grade 7</b>	Analyze proportional relationships and use them to solve real-world and mathematical problems.
<b>Grade 8</b>	None

### **The Number System (6-8)**

<b>Grade 6</b>	Apply and extend previous understandings of multiplication and division to divide fractions by fractions. Compute fluently with multi-digit numbers and find common factors and multiples. Apply and extend previous understandings of numbers to the system of rational numbers.
<b>Grade 7</b>	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
<b>Grade 8</b>	Know that there are numbers that are not rational, and approximate them by rational numbers.

### **Expressions and Equations (6-8)**

<b>Grade 6</b>	Apply and extend previous understandings of arithmetic to algebraic expressions. Reason about and solve one-variable equations and inequalities. Represent and analyze quantitative relationships between dependent and independent variables.
<b>Grade 7</b>	Use properties of operations to generate equivalent expressions.



	Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
<b>Grade 8</b>	Work with radicals and integer exponents. Understand the connections between proportional relationships, lines, and linear equations. Analyze and solve linear equations and pairs of simultaneous linear equations.

### **Statistics and Probability (6-8)**

<b>Grade 6</b>	Develop understanding of statistical variability. Summarize and describe distributions.
<b>Grade 7</b>	Use random sampling to draw inferences about a population. Draw informal comparative inferences about two populations. Investigate chance processes and develop, use, and evaluate probability models.
<b>Grade 8</b>	Investigate patterns of association in bivariate data.

### ***Transition Standards:***

#### **Daily Living Skills**

**(A) Transition Target: Formulate and implement financial management skills to be used in daily living.**

- Standard 1:** *Employ and evaluate financial management skills for personal daily living needs.*
- TS.DL12.1.B Prepare, maintain, and assess a personal budget (e.g., housing, food, clothing, transportation, wellness needs, healthcare, utilities, insurance, benefits).
- TS.DL11.1.B Create personal budget according to daily living needs (e.g., food, clothing, housing, transportation, wellness needs, healthcare, utilities, insurance, and benefits).
- TS.DL10.1.B Determine various modes of payment options (e.g., cash, check, money order, and debit cards) for daily living needs according to current or expected income.
- TS.DL9.1.B Determine and prioritize personal needs and wants according to current or expected income.
- Standard 2:** *Integrate the process of budgeting within living arrangements.*
- TS.DL12.2.B Appraise appropriateness of identified living arrangements (e.g., size, distance to employment, family, relation to budget, and utilities).
- TS.DL11.2.B Design a plan addressing living arrangements and wants/needs (e.g., independent living, school dorm, and transitional living).
- TS.DL10.2.B Diagram budget according to necessities, utilities, and rent and identify possible living arrangements.

TS.DL9.2.B Discuss and illustrate wants/needs in relation to income and living arrangements.

**Personal/Social**

**(C) Transition Target: Demonstrate independence and responsibility across settings.**

**Standard 1:** *Demonstrate acceptance of personal responsibility.*

TS.PS12.1.C Demonstrate acceptance of personal responsibility by fulfilling responsibilities and/or accepting consequences of not fulfilling responsibilities.

TS.PS11.1.C Analyze the consequences associated with completing or not completing personal responsibilities (e.g., effort put into academics affecting the likelihood of attending college).

TS.PS10.1.C Discuss personal responsibilities and expectations of others (e.g., parents, administrators, or others may provide assistance but are ultimately not responsible for success).

TS.PS9.1.C Identify personal responsibilities across settings (e.g., academic or employment requirements, paying bills, and upkeep of living arrangements).

# HISTORY

## Transition Standards:

### Daily Living

**(A) Transition Target: Formulate ideas and identify issues related to citizenship, community, and cultures within communities in order to become engaged in daily life.**

<b>Standard 1:</b>	<b><i>Identify the basic elements of the legal and judicial process.</i></b>
TS.DL12.1.A	Interpret and prepare legal forms (e.g., tax, employment, and voter registration).
TS.DL11.1.A	Analyze the legal and judicial processes on the local, state, and federal levels.
TS.DL10.1.A	List individual legal rights as a member of society.
TS.DL9.1.A	Describe community issues, laws, and the consequences of disobeying rules or laws.
<b>Standard 2:</b>	<b><i>Identify resources and services within the community.</i></b>
TS.DL12.2.A	Formulate specific community resources and services when needed.
TS.DL11.2.A	Contrast specific community resources and services when needed.
TS.DL10.2.A	Differentiate individual needs for specific community resources and services.
TS.DL9.2.A	Identify community resources and individuals associated with providing services.

**(B) Transition Target: Formulate and implement financial management skills to be used in daily living.**

<b>Standard 1:</b>	<b><i>Employ and evaluate financial management skills for personal daily living needs.</i></b>
TS.DL12.1.B	Prepare, maintain, and assess a personal budget (e.g., housing, food, clothing, transportation, wellness needs, healthcare, utilities, insurance, benefits).
TS.DL11.1.B	Create personal budget according to daily living needs (e.g., food, clothing, housing, transportation, wellness needs, healthcare, utilities, insurance, and benefits).
TS.DL10.1.B	Determine various modes of payment options (e.g., cash, check, money order, and debit cards) for daily living needs according to current or expected income.
TS.DL9.1.B	Determine and prioritize personal needs and wants according to current or expected income.
<b>Standard 2:</b>	<b><i>Integrate the process of budgeting within living arrangements.</i></b>
TS.DL12.2.B	Appraise appropriateness of identified living arrangements (e.g., size, distance to employment, family, relation to budget, and utilities).
TS.DL11.2.B	Design a plan addressing living arrangements and wants/needs (e.g., independent living, school dorm, and transitional living).

TS.DL10.2.B	Diagram budget according to necessities, utilities, and rent and identify possible living arrangements.
TS.DL9.2.B	Discuss and illustrate wants/needs in relation to income and living arrangements.

### ***SC Government State Standards:***

**Standard USG-2:** The student will demonstrate an understanding of foundational American political principles and the historical events and philosophical ideas that shaped the development and application of these principles.

#### **Indicators**

USG-2.1 Summarize core principles of United States government, including limited government, federalism, checks and balances, separation of powers, rule of law, popular sovereignty, republicanism, individual rights, freedom, equality, and self-government.

USG-2.4 Evaluate significant American founding documents in relation to core political principles, including the Declaration of Independence, the Articles of Confederation, state constitutions, the United States Constitution, *The Federalist* papers, and the Bill of Rights.

**Standard USG-3:** The student will demonstrate an understanding of the basic organization and function of United States government on national, state, and local levels and the role of federalism in addressing the distribution of power.

#### **Indicators**

USG-3.1 Evaluate the Constitution as the written framework of the United States government, including expression of the core principles of limited government, federalism, checks and balances, separation of powers, rule of law, popular sovereignty, republicanism, individual rights, freedom, equality, and self-government.

USG-3.2 Evaluate the formal and informal structure, role, responsibilities, and authority of the legislative, executive, and judicial branches of the national government as the embodiments of constitutional principles.

USG-3.3 Analyze federalism and its application in the United States, including the concepts of enumerated, concurrent, and reserved powers; the meaning of the ninth and tenth amendments; the principle of states' rights; the promotion of limited government; the protection of individual rights; and the potential for conflict among the levels of government.

USG-3.4 Analyze the organization and responsibilities of local and state governments in the United States federal system, including the role of state constitutions, the limitations on state governments, the typical organization of state governments, the relationship between state and local governments, and the major responsibilities of state governments.

**Standard USG-4:** The student will demonstrate an understanding of civil rights and civil liberties, the role of American citizens in the American political system, and distinctive expressions of American political culture.

#### **Indicators**

USG-4.1 Evaluate the role of the citizen in the American political process, including civic responsibilities and the interaction between the citizen and government.

USG-4.2 Analyze the process of political socialization and its relation to political participation.

USG-4.3 Evaluate the role and function of common avenues utilized by citizens in political participation, including political parties, voting, polls, interest groups, and community service.

USG-4.4 Analyze the process through which citizens monitor and influence public policy, including political parties, interest groups, the media, lobbying, donations, issue advocacy, and candidate support.

USG-4.5 Evaluate the importance of civil rights and civil liberties for citizens in American political culture and the protective role of the national government through the Bill of Rights, the judicial system, and the Fourteenth Amendment.

USG-4.6 Explain how fundamental values, principles, and rights often conflict within the American political system; why these conflicts arise; and how these conflicts are and can be addressed.

### ***SC History State Standards:***

**Standard 3-1:** The student will demonstrate an understanding of places and regions in South Carolina and the role of human systems in the state.

#### **Indicators**

3-1.1 Categorize the six landform regions of South Carolina—the Blue Ridge, the Piedmont, the Sand Hills, the Inner Coastal Plain, the Outer Coastal Plain, and the Coastal Zone—according to their climate, physical features, and natural resources.

3-1.2 Describe the location and characteristics of significant features of South Carolina, including landforms; river systems such as the Pee Dee River Basin, the Santee River Basin, the Edisto River Basin, and the Savannah River Basin; major cities; and climate regions.

3-1.3 Explain interactions between the people and the physical landscape of South Carolina over time, including the effects on population distribution, patterns of migration, access to natural resources, and economic development.

**Standard 3-2:** The student will demonstrate an understanding of the exploration and settlement of South Carolina.

#### **Indicators**

3-2.1 Compare the culture, governance, and physical environment of the major Native American tribal groups of South Carolina, including the Cherokee, Catawba, and Yemassee.

3-2.2 Summarize the motives, activities, and accomplishments of the exploration of South Carolina by the Spanish, French, and English.

3-2.3 Describe the initial contact, cooperation, and conflict between the Native Americans and European settlers in South Carolina.

3-2.4 Summarize the development of the Carolina colony under the Lords Proprietors and the royal colonial government, including settlement by and trade with the people of Barbados and the influence of other immigrant groups.

3-2.5 Explain the role of Africans in developing the culture and economy of South Carolina, including the growth of the slave trade; slave contributions to the plantation economy; the daily lives of the enslaved people; the development of the Gullah culture; and their resistance to slavery.

**Standard 3-3** The student will demonstrate an understanding of the American Revolution and South Carolina's role in the development of the new American nation.

#### **Indicators**

3-3.1 Summarize the causes of the American Revolution, including Britain's passage of the Stamp Act, the Tea Act, and the Intolerable Acts; the rebellion of the colonists; and the writing of the Declaration of Independence.

3-3.2 Compare the perspectives of South Carolinians during the American Revolution, including Patriots, Loyalists, women, enslaved and free Africans, and Native Americans.

3-3.3 Summarize the course of the American Revolution in South Carolina, including the role of William Jasper and Fort Moultrie; the occupation of Charles Town by the British; the partisan warfare of Thomas Sumter, Andrew Pickens, and Francis Marion; and the battles of Cowpens, Kings Mountain, and Eutaw Springs.

3-3.4 Summarize the effects of the American Revolution, including the establishment of state and national governments.

3-3.5 Outline the structure of state government, including the branches of government (legislative, executive, and judicial), the representative bodies of each branch (general assembly, governor, and supreme court), and the basic powers of each branch.

**Standard 3-4:** The student will demonstrate an understanding of life in the antebellum period, the causes and effects of the Civil War, and the impact of Reconstruction in South Carolina.

#### **Indicators**

3-4.1 Compare the economic conditions for various classes of people in South Carolina, including the elite, the middle class, the lower class, the independent farmers, and the enslaved and free African Americans.

3-4.2 Summarize the development of slavery in antebellum South Carolina, including the invention of the cotton gin and the subsequent expansion of and economic dependence on slavery.

3-4.3 Explain the reasons for South Carolina's secession from the Union, including the abolitionist movement and the concept of states' rights.

3-4.4 Summarize the course of the Civil War in South Carolina, including the Secession Convention, the firing on Fort Sumter, the Union blockade of Charleston, the significance of the *Hunley* submarine; the exploits of Robert Smalls; and General William T. Sherman's march through the state.

3-4.5 Explain how the destruction caused by the Civil War affected the economy and daily lives of South Carolinians, including the scarcity of food, clothing, and living essentials and the continuing racial tensions.

3-4.6 Summarize the positive and negative effects of Reconstruction in South Carolina, including the development of public education; the establishment of sharecropping; racial advancements and tensions; and the attempts to rebuild towns, factories, and farms.

**Standard 3-5:** The student will demonstrate an understanding of the major developments in South Carolina in the late nineteenth and the twentieth century.

#### **Indicators**

3-5.1 Summarize the social and economic impact of developments in agriculture, industry and technology, including the creation of Jim Crow laws, the rise and fall of textile markets, and the expansion of the railroad.

3-5.2 Explain the causes and impact of emigration from South Carolina and internal migration from rural areas to the cities, including discrimination and unemployment; poor sanitation and transportation services; and the lack of electricity and other modern conveniences in rural locations.

3-5.3 Explain the effects of the Great Depression on daily life in South Carolina, including the widespread poverty and unemployment and the efforts of the federal government to create jobs through a variety of New Deal programs.

3-5.4 Summarize the social and economic impact of World War II and the Cold War on South Carolina, including the end of the Great Depression, improvements in modern conveniences, increased opportunities for women and African Americans, and the significance of the opening and eventual closing of military bases.

3-5.5 Summarize the development of economic, political, and social opportunities of African Americans in South Carolina, including the end of Jim Crow laws; the desegregation of schools (*Briggs v. Elliott*) and other public facilities; and efforts of African Americans to achieve the right to vote.

3-5.6 Describe the growth of tourism and its impact on the economy of South Carolina, including the development of historic sites, state parks, and resorts and the expanding transportation systems that allow for greater access to our state.

## ***SC Economics State Standards:***

**Standard ECON-4:** The student will demonstrate an understanding of how trade among nations affects markets, employment, economic growth, and other activity in the domestic economy.

### **Indicators**

ECON-4.1 Summarize how differing factor endowments—such as geography, the development of technology, and the abundance of labor—affect the goods and services in which a nation specializes.

ECON-4.2 Explain how the United States specializes in the production of those goods and services in which it has a comparative advantage.

ECON-4.3 Explain how the rise of a global marketplace contributes to the well-being of all societies but the benefits derived from globalization are unequal.

ECON-4.4 Explain how a global marketplace influences domestic labor markets, wage rates, unemployment levels, and disparities in earning potentials.

**Standard ECON-5:** The student will demonstrate an understanding of how personal financial decisions affect an individual's present and future economic status.

### **Indicators**

ECON-5.1 Explain how individuals make personal economic decisions and how current spending and acquisition of debt can impact future income.

ECON-5.2 Explain that income for most people is determined by the market value of the productive resources they sell.

ECON-5.3 Explain how wage rates for most workers depend upon the market value of what the workers produce for the marketplace.

# SCIENCE

## *SC Science State Standards:*

### **Astronomy**

**Standard 4-3:** The student will demonstrate an understanding of the properties, movements, and locations of objects in the solar system. (Earth Science)

#### **Indicators**

- 4-3.1 Recall that Earth is one of many planets in the solar system that orbit the Sun.
- 4-3.2 Compare the properties (including the type of surface and atmosphere) and the location of Earth to the Sun, which is a star, and the Moon.
- 4-3.3 Explain how the Sun affects Earth.
- 4-3.4 Explain how the tilt of Earth's axis and the revolution around the Sun results in the seasons of the year.
- 4-3.5 Explain how the rotation of Earth results in day and night.
- 4-3.6 Illustrate the phases of the Moon and the Moon's effect on ocean tides.
- 4-3.7 Interpret the change in the length of shadows during the day in relation to the position of the Sun in the sky.
- 4-3.8 Recognize the purpose of telescopes.

### **Properties of Light and Electricity**

**Standard 4-5:** The student will demonstrate an understanding of the properties of light and electricity. (Physical Science)

#### **Indicators**

- 4-5.1 Summarize the basic properties of light (including brightness and colors).
- 4-5.2 Illustrate the fact that light, as a form of energy, is made up of many different colors.
- 4-5.3 Summarize how light travels and explain what happens when it strikes an object (including reflection, refraction, and absorption).
- 4-5.4 Compare how light behaves when it strikes transparent, translucent, and opaque materials.
- 4-5.5 Explain how electricity, as a form of energy, can be transformed into other forms of energy (including light, heat, and sound).
- 4-5.6 Summarize the functions of the components of complete circuits (including wire, switch, battery, and light bulb).
- 4-5.7 Illustrate the path of electric current in series and parallel circuits.
- 4-5.8 Classify materials as either conductors or insulators of electricity.
- 4-5.9 Summarize the properties of magnets and electromagnets (including polarity, attraction/repulsion, and strength).
- 4-5.10 Summarize the factors that affect the strength of an electromagnet.

### **Properties of Matter**

**Standard 5-4:** The student will demonstrate an understanding of properties of matter. (Physical Science)

#### **Indicators**

- 5-4.1 Recall that matter is made up of particles too small to be seen.
- 5-4.2 Compare the physical properties of the states of matter (including volume, shape, and the movement and spacing of particles).
- 5-4.3 Summarize the characteristics of a mixture, recognizing a solution as a kind of mixture.
- 5-4.4 Use the processes of filtration, sifting, magnetic attraction, evaporation, chromatography, and floatation to separate mixtures.



- 5-4.5 Explain how the solute and the solvent in a solution determine the concentration.
- 5-4.6 Explain how temperature change, particle size, and stirring affect the rate of dissolving.
- 5-4.7 Illustrate the fact that when some substances are mixed together, they chemically combine to form a new substance that cannot easily be separated.
- 5-4.8 Explain how the mixing and dissolving of foreign substances is related to the pollution of the water, air, and soil.

### **Forces and Motion**

**Standard 5-5:** The student will demonstrate an understanding of the nature of force and motion. (Physical Science)

#### **Indicators**

- 5-5.1 Illustrate the affects of force (including magnetism, gravity, and friction) on motion.
- 5-5.2 Summarize the motion of an object in terms of position, direction, and speed.
- 5-5.3 Explain how unbalanced forces affect the rate and direction of motion in objects.
- 5-5.4 Explain ways to change the effect that friction has on the motion of objects (including changing the texture of the surfaces, changing the amount of surface area involved, and adding lubrication).
- 5-5.5 Use a graph to illustrate the motion of an object.
- 5-5.6 Explain how a change of force or a change in mass affects the motion of an object.

### **Earth's Atmosphere and Weather**

**Standard 6-4:** The student will demonstrate an understanding of the relationship between Earth's atmospheric properties and processes and its weather and climate. (Earth Science)

#### **Indicators**

- 6-4.1 Compare the composition and structure of Earth's atmospheric layers (including the gases and differences in temperature and pressure within the layers).
- 6-4.2 Summarize the interrelationships among the dynamic processes of the water cycle (including precipitation, evaporation, transpiration, condensation, surface-water flow, and groundwater flow).
- 6-4.3 Classify shapes and types of clouds according to elevation and their associated weather conditions and patterns.
- 6-4.4 Summarize the relationship of the movement of air masses, high and low pressure systems, and frontal boundaries to storms (including thunderstorms, hurricanes, and tornadoes) and other weather conditions.
- 6-4.5 Use appropriate instruments and tools to collect weather data (including wind speed and direction, air temperature, humidity, and air pressure).
- 6-4.6 Predict weather conditions and patterns based on weather data collected from direct observations and measurements, weather maps, satellites, and radar.
- 6-4.7 Explain how solar energy affects Earth's atmosphere and surface (land and water).
- 6-4.8 Explain how convection affects weather patterns and climate.
- 6-4.9 Explain the influence of global winds and the jet stream on weather and climatic conditions.

### **Conservation of Energy**

**Standard 6-5:** The student will demonstrate an understanding of the law of conservation of energy and the properties of energy and work. (Physical Science)

#### **Indicators**

- 6-5.1 Identify the sources and properties of heat, solar, chemical, mechanical, and electrical energy.
- 6-5.2 Explain how energy can be transformed from one form to another (including the two types of mechanical energy, potential and kinetic, as well as chemical and electrical energy) in accordance with the law of conservation of energy.

- 6-5.3 Explain how magnetism and electricity are interrelated by using descriptions, models, and diagrams of electromagnets, generators, and simple electrical motors.
- 6-5.4 Illustrate energy transformations (including the production of light, sound, heat, and mechanical motion) in electrical circuits.
- 6-5.5 Illustrate the directional transfer of heat energy through convection, radiation, and conduction.
- 6-5.6 Recognize that energy is the ability to do work (force exerted over a distance).
- 6-5.7 Explain how the design of simple machines (including levers, pulleys, and inclined planes) helps reduce the amount of force required to do work.
- 6-5.8 Illustrate ways that simple machines exist in common tools and in complex machines.

### **Human Body Systems and Disease**

**Standard 7-3:** The student will demonstrate an understanding of the functions and interconnections of the major human body systems, including the breakdown in structure or function that disease causes. (Life Science)

#### **Indicators**

- 7-3.1 Summarize the levels of structural organization within the human body (including cells, tissues, organs, and systems).
- 7-3.2 Recall the major organs of the human body and their function within their particular body system.
- 7-3.3 Summarize the relationships of the major body systems (including the circulatory, respiratory, digestive, excretory, nervous, muscular, and skeletal systems).
- 7-3.4 Explain the effects of disease on the major organs and body systems (including infectious diseases such as colds and flu, AIDS, and athlete's foot and noninfectious diseases such as diabetes, Parkinson's, and skin cancer).

### **Health and Safety Education Standards**

**Standard 1.** The student will comprehend concepts related to health promotion to enhance health.

**Standard 2.** The student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

**Standard 3.** The student will demonstrate the ability to access valid information and products and services to enhance health.

**Standard 4.** The student will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Standard 5.** The student will demonstrate the ability to use decision-making skills to enhance health.

**Standard 6.** The student will demonstrate the ability to use goal-setting skills to enhance health.

**Standard 7.** The student will demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks.

**Standard 8.** The student will demonstrate the ability to advocate for personal, family, and consumer health.

samples

# Spartanburg County Occupational Credential Dorman High School

Student \_\_\_\_\_

Date \_\_\_\_\_

**I understand that \_\_\_\_\_ is enrolled in courses to complete requirements for the Occupational Credential.**

The purpose of Occupational Credential Programming is to provide opportunities for students with special needs to learn functional academic, personal, social and occupational skills that will prepare them for lifelong independent living, productive employment, and responsible citizenship. The Occupational Credential is not a state issued/recognized diploma and will not allow entrance to two or four year colleges or universities.

The requirements of this program include all of the following:

- 24 units of credit in approved courses
- Satisfactory progress toward completion of IEP objectives
- Successfully complete 360 hours of documented work experience based on Supervisor Rating Scales. This can be any combination of volunteer, paid employment, or vocational course training.
- Completion and presentation of a portfolio

Your signature below indicates that you agree and understand that your child will participate in the Spartanburg County Occupational Program.

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Case Manager's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## *Credit Requirements*

English	3 Credits
Math	3 credits
Science	2 Credits
Social Studies	2 Credits
Employment Training	3 Credits
Workforce Essentials	2 Credits
Daily Living Skills	2 Credits
PE or ROTC	1 credit
Independent Living	2 credit
Careers & AT	1 credit
Electives	3 credits
<b>Total:</b>	<b>24 Credits</b>

**OCCUPATIONAL CREDENTIAL  
COURSE DESCRIPTIONS  
Dorman High School**

***LIFE ENGLISH- II***

This course is designed to make English practical, relevant, and useful. The basic instructional components are in the areas of written and oral communication. Emphasis will be placed on personal, occupational, and consumer English skills for successful daily living and employment. Instruction will be based on Common Core State Standards to include interpreting, comprehending and analyzing literature, reading and inferencing informational text, written and spoken communication, and conventions of standard English.

***LIFE ENGLISH- III***

This course is designed to make English practical, relevant, and useful. The basic instructional components are in the areas of written and oral communication. Emphasis will be placed on personal, occupational, and consumer English skills for successful daily living and employment. Instruction will be based on Common Core State Standards to include interpreting, comprehending and analyzing literature, reading and inferencing informational text, written and spoken communication, and conventions of standard English.

***LIFE MATH- II***

This course is a comprehensive program of basic skills instruction, practice, and assessment with a focus on the academic content area of math. Instruction will be based on Common Core State Standards to include basic operations & concepts in Algebra, data analysis, statistics & probability, and geometry.

***LIFE MATH- III***

This course is a comprehensive program of basic skills instruction, practice, and assessment with a focus on the academic content area of math. Instruction will emphasize practical application of math skills to everyday life. Emphasis will be placed on workplace and life skills math as it relates to each student's post-secondary goal or career interest, math on the job, budgeting, banking, consumer shopping and household math.

***INDEPENDENT LIVING- I, II***

This course incorporates work & study skills, career & education, relationships & communication skills, daily living skills, and housing & money management issues. Reading, writing and math skill development will be reinforced during the course. Casey Life Skills curriculum will be used as a basis for the course.

***EMPLOYMENT TRAINING- I, II, III***

In this course, students will learn about behaviors and procedures encountered in the work place. In addition, procedures for job seeking, job maintenance and appropriate work behaviors on the job will be taught and simulated. Areas of career interests, particularly as they relate to a future career, will be explored. Jobs will be researched along with practicing interviewing skills, reviewing job applications, and employability skills. The teacher will evaluate student's job readiness and make recommendations for employment. All information for student portfolios are created and maintained in these Employment Training classes.

## ***CAREERS and ASSISTIVE TECHNOLOGY***

This course is twofold: it is designed to introduce students to the myriad of career fields and opportunities available within each Career Cluster and develop a skill set to use technology as a tool in the workplace. It is exploratory in nature and its intention is to introduce knowledge and skills needed in various occupations. As a part of the coursework, trips to RD Anderson Vocational School will be taken to see courses taught within each Cluster. It will help students gain insight into their own interests and abilities while offering important information to help plan for high school courses and postsecondary education. The course is also designed to help students understand how hardware and software work. It will increase the student's computer literacy level and provide an opportunity to master the skills of keyboarding and assistive technology necessary for the 21<sup>st</sup> century. Resources: RDA, keyboarding program, and AT.

## ***ECONOMICS for Living- ½***

This course focuses on the functions and institutions of modern day economic systems and theory. Students gain skills that will enable them to anticipate changes in economic conditions and how to adjust to the changes to improve their lives and their communities.

## ***GOVERNMENT for Living- ½***

This course focuses on the origins, structure and functions of government at all levels. It also includes a detailed study of the Constitution of the United States and its provisions.

## ***HISTORY for Living***

This course follows a chronological study of major events, issues, movements, leaders and groups of people in South Carolina. Students will also learn about their rights as a citizen and how to advocate for adult support through state and local agencies.

## ***EARTH AND PHYSICAL SCIENCE for Living***

The course includes Earth and Physical Sciences, Home Maintenance skills and personal and occupational safety. Instruction will include Earth and Physical Science concepts, such as the earth's structure, the earth's atmosphere, weather and climate, the laws of conservation of energy, the effects of forces on objects and the study of sound and light waves. Students will also develop thinking skills and problem solving procedures necessary to maintain a home and comprehend workplace safety.

## ***BIOLOGY for Living***

The course includes human biology. Instruction will include the scientific process, cell theory, body systems, food and nutrition, health and hygiene, and impact of healthy living choices.

***OCCUPATIONAL CREDENTIAL  
COURSE DESCRIPTIONS  
Dorman Freshman Campus***

***LIFE ENGLISH- I***

This course is designed to make English practical, relevant, and useful. The basic instructional components are in the areas of written and oral communication. Emphasis will be placed on personal, occupational, and consumer English skills for successful daily living and employment. Instruction will be based on Common Core State Standards to include interpreting, comprehending and analyzing literature, reading and inferencing informational text, written and spoken communication, and conventions of standard English.

***LIFE MATH- I***

This course is a comprehensive program of basic skills instruction, practice, and assessment with a focus on the academic content area of math. Instruction will be based on Common Core State Standards to include basic operations & concepts in Algebra, data analysis, statistics & probability, and geometry.

***WORKFORCE ESSENTIALS- I, II***

This course is an introduction to employment training. Students will learn about appropriate work behaviors and skills. Examples include hygiene, peer/supervisor interaction, following directions, communication and social skills in the workplace. Basic reading and math skills will be implemented in a school based work setting.

***DAILY LIVING- I, II***

This course teaches daily living skills necessary to live independently. Skills taught include household maintenance, consumer shopping, daily living skills, housing & money management, and personal hygiene.



## ***LIFE ENGLISH- I, II, III***

This course is designed to make English practical, relevant, and useful. The basic instructional components are in the areas of written and oral communication. Emphasis will be placed on personal, occupational, and consumer English skills for successful daily living and employment. Instruction will be based on Common Core State Standards to include: interpreting, comprehending and analyzing literature, reading and inferencing informational text, written and spoken communication, and conventions of standard English.

### ***Common Core State Standards:***

#### ***College and Career Readiness Anchor Standards for Language***

##### **Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

##### **Knowledge of Language**

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

##### **Vocabulary Acquisition and Use**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

#### ***College and Career Readiness Anchor Standards for Reading***

##### **Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

##### **Craft and Structure**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

##### **Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
  9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

## **Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

## *College and Career Readiness Anchor Standards for Speaking and Listening*

### **Comprehension and Collaboration**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### **Presentation of Knowledge and Ideas**

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## *College and Career Readiness Anchor Standards for Writing*

### **Text Types and Purposes**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### **Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### **Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Range of Writing**

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

## ***LIFE MATH- I, II, III***

This course is a comprehensive program of basic skills instruction, practice, and assessment with a focus on the academic content area of math. Instruction will include basic operations & concepts in Algebra, data analysis, statistics & probability, and geometry. Level III will emphasize practical application of math skills to everyday life. Emphasis will be placed on workplace math as it relates to each student's post-secondary goal or career interest, math on the job, budgeting, banking, consumer shopping and household math.

### ***Common Core State Standards:***

#### **Operations and Algebraic Thinking (K-5)**

<b>Kindergarten</b>	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
<b>Grade 1</b>	Represent and solve problems involving addition and subtraction. Understand and apply properties of operations and the relationship between addition and subtraction. Add and subtract within 20. Work with addition and subtraction equations.
<b>Grade 2</b>	Represent and solve problems involving addition and subtraction. Add and subtract within 20. Work with equal groups of objects to gain foundations for multiplication.
<b>Grade 3</b>	Represent and solve problems involving multiplication and division. Understand properties of multiplication and the relationship between multiplication and division. Multiply and divide within 100. Solve problems involving the four operations, and identify and explain patterns in arithmetic.
<b>Grade 4</b>	Use the four operations with whole numbers to solve problems. Gain familiarity with factors and multiples Generate and analyze patterns.
<b>Grade 5</b>	Write and interpret numerical expressions. Analyze patterns and relationships.

#### **Number and Operation in Base 10 (K-5)**

<b>Kindergarten</b>	Work with numbers 11–19 to gain foundations for place value.
<b>Grade 1</b>	Extend the counting sequence. Understand place value. Use place value understanding and properties of operations to add and subtract.
<b>Grade 2</b>	Understand place value. Use place value understanding and properties of operations to add and subtract.
<b>Grade 3</b>	Use place value understanding and properties of operations to perform multi-digit arithmetic.
<b>Grade 4</b>	Generalize place value understanding for multi-digit whole numbers. Use place value understanding and properties of operations to perform multi-digit arithmetic.
<b>Grade 5</b>	Understand the place value system. Perform operations with multi-digit whole numbers and with decimals to hundredths.

#### **Numbers and Operations-Fractions (K-5)**

<b>Kindergarten</b>	NONE
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<b>Grade 1</b>	
<b>Grade 2</b>	
<b>Grade 3</b>	
<b>Grade 4</b>	Extend understanding of fraction equivalence and ordering. Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. Understand decimal notation for fractions, and compare decimal fractions.
<b>Grade 5</b>	Use equivalent fractions as a strategy to add and subtract fractions. Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

### Measurement and Data (K-5)

<b>Kindergarten</b>	Describe and compare measurable attributes. Classify objects and count the number of objects in categories.
<b>Grade 1</b>	Measure lengths indirectly and by iterating length units. Tell and write time. Represent and interpret data.
<b>Grade 2</b>	Measure and estimate lengths in standard units. Relate addition and subtraction to length. Work with time and money. Represent and interpret data.
<b>Grade 3</b>	Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. Represent and interpret data. Geometric measurement: understand concepts of area and relate area to multiplication and to addition. Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.
<b>Grade 4</b>	Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. Represent and interpret data. Geometric measurement: understand concepts of angle and measure angles.
<b>Grade 5</b>	Convert like measurement units within a given measurement system. Represent and interpret data. Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

### Geometry (K-8)

<b>Kindergarten</b>	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Analyze, compare, create, and compose shapes.
<b>Grade 1</b>	Reason with shapes and their attributes.
<b>Grade 2</b>	Reason with shapes and their attributes.
<b>Grade 3</b>	Reason with shapes and their attributes.
<b>Grade 4</b>	Draw and identify lines and angles, and classify shapes by properties of their lines and angles.
<b>Grade 5</b>	Graph points on the coordinate plane to solve real-world and mathematical problems. Classify two-dimensional figures into categories based on their properties.

<b>Grade 6</b>	Solve real-world and mathematical problems involving area, surface area, and volume.
<b>Grade 7</b>	Draw, construct and describe geometrical figures and describe the relationships between them. Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.
<b>Grade 8</b>	Understand congruence and similarity using physical models, transparencies, or geometry software. Understand and apply the Pythagorean theorem. Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.

### **Ratios and Proportional Relationships (6-8)**

<b>Grade 6</b>	Understand ratio concepts and use ratio reasoning to solve problems.
<b>Grade 7</b>	Analyze proportional relationships and use them to solve real-world and mathematical problems.
<b>Grade 8</b>	None

### **The Number System (6-8)**

<b>Grade 6</b>	Apply and extend previous understandings of multiplication and division to divide fractions by fractions. Compute fluently with multi-digit numbers and find common factors and multiples. Apply and extend previous understandings of numbers to the system of rational numbers.
<b>Grade 7</b>	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
<b>Grade 8</b>	Know that there are numbers that are not rational, and approximate them by rational numbers.

### **Expressions and Equations (6-8)**

<b>Grade 6</b>	Apply and extend previous understandings of arithmetic to algebraic expressions. Reason about and solve one-variable equations and inequalities. Represent and analyze quantitative relationships between dependent and independent variables.
<b>Grade 7</b>	Use properties of operations to generate equivalent expressions. Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
<b>Grade 8</b>	Work with radicals and integer exponents. Understand the connections between proportional relationships, lines, and linear equations.

	Analyze and solve linear equations and pairs of simultaneous linear equations.
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### Statistics and Probability (6-8)

<b>Grade 6</b>	Develop understanding of statistical variability. Summarize and describe distributions.
<b>Grade 7</b>	Use random sampling to draw inferences about a population. Draw informal comparative inferences about two populations. Investigate chance processes and develop, use, and evaluate probability models.
<b>Grade 8</b>	Investigate patterns of association in bivariate data.

### Transition Standards:

#### Daily Living Skills

**(A) Transition Target: Formulate and implement financial management skills to be used in daily living.**

- Standard 1:** *Employ and evaluate financial management skills for personal daily living needs.*
- TS.DL12.1.B Prepare, maintain, and assess a personal budget (e.g., housing, food, clothing, transportation, wellness needs, healthcare, utilities, insurance, benefits).
- TS.DL11.1.B Create personal budget according to daily living needs (e.g., food, clothing, housing, transportation, wellness needs, healthcare, utilities, insurance, and benefits).
- TS.DL10.1.B Determine various modes of payment options (e.g., cash, check, money order, and debit cards) for daily living needs according to current or expected income.
- TS.DL9.1.B Determine and prioritize personal needs and wants according to current or expected income.
- Standard 2:** *Integrate the process of budgeting within living arrangements.*
- TS.DL12.2.B Appraise appropriateness of identified living arrangements (e.g., size, distance to employment, family, relation to budget, and utilities).
- TS.DL11.2.B Design a plan addressing living arrangements and wants/needs (e.g., independent living, school dorm, and transitional living).
- TS.DL10.2.B Diagram budget according to necessities, utilities, and rent and identify possible living arrangements.
- TS.DL9.2.B Discuss and illustrate wants/needs in relation to income and living arrangements.

#### Personal/Social

**(C) Transition Target: Demonstrate independence and responsibility across settings.**

- Standard 1:** *Demonstrate acceptance of personal responsibility.*
- S.PS12.1.C Demonstrate acceptance of personal responsibility by fulfilling responsibilities and/or accepting consequences of not fulfilling responsibilities.

- TS.PS11.1.C Analyze the consequences associated with completing or not completing personal responsibilities (e.g., effort put into academics affecting the likelihood of attending college).
- TS.PS10.1.C Discuss personal responsibilities and expectations of others (e.g., parents, administrators, or others may provide assistance but are ultimately not responsible for success).
- TS.PS9.1.C Identify personal responsibilities across settings (e.g., academic or employment requirements, paying bills, and upkeep of living arrangements).

## ***INDEPENDENT LIVING- I, II***

This course incorporates work & study skills, career & education, relationships & communication skills, daily living skills, and housing & money management issues. Reading, writing and math skill development will be reinforced during the course. Casey Life Skills curriculum will be used as a basis for the course.

### ***Transition Standards:***

#### **Daily Living**

**(A) Transition Target: Formulate and implement a plan that addresses *transportation issues* and *mobility needs*.**

<b>Standard 1:</b>	<b><i>Identify and select options for meeting personal transportation or mobility needs and develop strategies for obtaining those options.</i></b>
TS.DL12.1.E	Utilize identified method of transportation to reach a desired location while obeying related laws and regulations (e.g., using a bus pass, wearing a seat belt, using a helmet when biking, and using crosswalks).
TS.DL11.1.E	Develop a plan that utilizes private or public transportation services, following related rules and regulations (e.g., driver's education, bus costs, routes, and schedule, local resources such as taxi or door-to-door pickup).
TS.DL10.1.E	Assess personal transportation services and/or mobility issues, develop strategies for obtaining, using, and maintaining transportation (e.g., public or private transportation), and examine related rules and regulations.
TS.DL9.1.E	Discuss transportation and/or mobility issues (e.g., transportation to/from school, home, within community, associated costs, routes, and schedules) and positive/negative aspects of use.

#### **Personal/Social**

**(A) Transition Target: Demonstrate *self-efficacy, self-determination, and self-advocacy* across social, academic, and work environments.**

<b>Standard 1:</b>	<b><i>Demonstrate self-efficacy across social, academic, and work environments.</i></b>
TS.PS12.1.A	Demonstrate self-efficacy through goal-setting and decision-making (e.g., stating that a particular goal is possible, setting the goal, and making decisions that will lead to meeting that goal).
TS.PS11.1.A	Analyze and revise beliefs about the self and expected outcomes (e.g., assess which beliefs are accurate or inaccurate, how these beliefs have been shaped by others, and how these might impact goals and decisions).
TS.PS10.1.A	Distinguish between positive and negative social influences (e.g., peers, family members, mentors, and role models) and manage feedback received about the self from others.
TS.PS9.1.A	Identify strengths and weaknesses through self-exploration and assessment of prior successes, failures, and other personal learning experiences.
<b>Standard 2:</b>	<b><i>Demonstrate self-determination across social, academic, and work environments.</i></b>
TS.PS12.2.A	Demonstrate self-determination through integration of personal experiences in social, academic, and work environments into individual's view of the self (e.g., incorporate positive use of knowledge of self-characteristics, strengths, and limitations based on life experiences).
TS.PS11.2.A	Analyze personal successes and failures in order to identify available supports and evaluate positive/negative outcomes.



TS.PS10.2.A	Discuss personal goals, decisions, and options.
TS.PS9.2.A	Identify a range of desired positive adult outcomes in social, academic, and work environments (e.g., desire to have friends, live independently, maintain employment).
<b>Standard 3:</b>	<b><i>Demonstrate self-advocacy across social, academic, and work environments.</i></b>
TS.PS12.3.A	Demonstrate self-advocacy by applying effective skills in preparation for transition to postsecondary environment (e.g., call and request information about a needed service for transition from school to community, postsecondary education, or workforce).
TS.PS11.3.A	Analyze postsecondary options and openly discuss concerns and preferences, asking questions when needed (e.g., actively participate in IEP planning/evaluation).
TS.PS10.3.A	Investigate self-advocacy as it relates to attainment of postsecondary goals (e.g., self-knowledge of interests, list of strengths, and areas of need).
TS.PS9.3.A	Discuss types of socially responsible behavior across various environments (e.g., identify assertive, passive, and aggressive behavior in written scenarios).

**(B) Transition Target: Demonstrate personal management and communication skills in order to interact with others in integrated settings.**

<b>Standard 1:</b>	<b><i>Develop personal management skills needed for successful interpersonal relationships in home, work, and community.</i></b>
TS.PS12.1.B	Apply appropriate skills for interpersonal relationships, including teamwork/collaboration, active/passive listening, and respect for self and others.
TS.PS11.1.B	Engage in appropriate social interactions in multiple environments (home/work/community).
TS.PS10.1.B	Distinguish between appropriate and inappropriate behaviors across various environments (home/work/community).
TS.PS9.1.B	Identify personal management skills (e.g., behavioral self-control, personal space, social norms) to manage oneself in various environments (home/work/community).
<b>Standard 2:</b>	<b><i>Develop communication skills to interact with others in integrated settings (e.g., written, verbal, nonverbal, use of augmentative devices).</i></b>
TS.PS12.2.B	Apply effective communication skills to interact with others in integrated settings and using various methods (e.g., written, verbal, nonverbal, and use of augmentative devices).
TS.PS11.2.B	Engage in effective communication skills and self-monitoring of ineffective skills via role-play, peer feedback, and real-life experiences.
TS.PS10.2.B	Distinguish between effective and ineffective communication skills (e.g., assertive but not aggressive, negotiating skills, taking turns, listening skills) within integrated settings, and explore benefits and consequences.
TS.PS9.2.B	Identify effective communication skills for sharing and gaining information (e.g., written, verbal, nonverbal, and use of augmentative devices).
<b>Standard 3:</b>	<b><i>Develop socially responsible behaviors (e.g., social interaction, appropriate behaviors, conflict resolution skills).</i></b>
TS.PS12.3.B	Apply the identified behavioral skills in order to achieve postsecondary outcomes and goals.
TS.PS11.3.B	Explore responsible behaviors that lead to positive post-school outcomes.

- TS.PS10.3.B Recognize responsible and irresponsible behaviors and outcomes of behavior as it relates to personal goals across various environments.
- TS.PS9.3.B Identify responsible behaviors (e.g., social interactions, appropriate social behavior, and conflict resolution skills) across various environments.

**(C) Transition Target: Demonstrate independence and responsibility across settings.**

**Standard 1:** *Demonstrate acceptance of personal responsibility.*

- TS.PS12.1.C Demonstrate acceptance of personal responsibility by fulfilling responsibilities and/or accepting consequences of not fulfilling responsibilities.
- TS.PS11.1.C Analyze the consequences associated with completing or not completing personal responsibilities (e.g., effort put into academics affecting the likelihood of attending college).
- TS.PS10.1.C Discuss personal responsibilities and expectations of others (e.g., parents, administrators, or others may provide assistance but are ultimately not responsible for success).
- TS.PS9.1.C Identify personal responsibilities across settings (e.g., academic or employment requirements, paying bills, and upkeep of living arrangements).

## ***EMPLOYMENT TRAINING- I, II, III***

In this course students will learn about behaviors and procedures encountered in the work place. In addition, procedures for job seeking, job maintenance and appropriate work behaviors on the job will be taught and simulated. Areas of career interests, particularly as they relate to a future career, will be explored. Jobs will be researched along with practicing interviewing skills, reviewing job applications, and employability skills. The teacher will evaluate student's job readiness and make recommendations for employment. All information for student portfolios are created and maintained in these Employment Training classes.

### ***Transition Standards:***

#### **Occupations/Careers**

**(B) Transition Target: Demonstrate employability skills in a work-based learning experience (e.g., job shadowing, mentoring, paid or unpaid work, service learning, school-based enterprises, on-the-job training, internships, apprenticeships).**

- Standard 1:** *Demonstrate adequate job-readiness skills (e.g., positive attitudes, following directions, asking for help when needed, flexibility).*
- TS.OC12.1.C Apply and self-evaluate specific job-readiness skills or behaviors (e.g., initiative, flexibility, problem-solving, safety orientation, and personal health management).
- TS.OC11.1.C Demonstrate a thorough understanding of job-readiness skills and their importance in the work environment and apply these insights to a personal career planning process.
- TS.OC10.1.C Identify and demonstrate self-discipline, self-worth, positive attitudes, and integrity in school and work settings.
- S.OC9.1.C Express and demonstrate flexibility and willingness to follow directions and learn new knowledge and skills in school and community settings.
- Standard 2:** *Exhibit appropriate work habits and behaviors (e.g., punctuality, time management, task completion, and quality task performance).*
- TS.OC12.2.C With supervisor input, self-assess personal performance on at least five relevant work habits/behaviors.
- TS.OC11.2.C Analyze the importance of appropriate work habits and behaviors in the work environment in the context of an individualized career planning process.
- TS.OC10.2.C Demonstrate multiple appropriate work habits or behaviors and identify the importance of those habits or behaviors in the specific work environment.
- TS.OC9.2.C Identify the importance of exhibiting work-appropriate habits or behaviors.
- Standard 3:** *Demonstrate positive social interactions (e.g., teamwork, leadership, stress management, and conflict resolution) needed for the workplace.*
- TS.OC12.3.C Demonstrate collaborative problem-solving skills for the workplace (e.g., conflict resolution, employee/employer relationships, and response to constructive criticism).
- TS.OC11.3.C Build effective working relationships with colleagues and supervisors using positive interpersonal skills, valuing of diversity, and stress management.
- S.OC10.3.C Demonstrate teamwork processes that facilitate team building, consensus, continuous improvement, respect for the opinions of others, cooperation, and adaptability.
- TS.OC9.3.C Practice positive interpersonal skills and behaviors through working

cooperatively with peers and adults.

- Standard 1:** *State the major purposes of postsecondary education and/or training.*
- . S.AT12.1.A Evaluate the outcomes of at least three different types of postsecondary education or training related to personal career planning (e.g., skills, certificates or degrees, career choices, salaries, locations, colleagues).
  - TS.AT11.1.A Describe how postsecondary education or training impacts future career and life plans (e.g., skills certifications for work, skills needed to obtain and maintain employment, home management skills, community participation skills, recreation/leisure skills and opportunities).
  - TS.AT10.1.A Identify four or more ways in which postsecondary learning affects personal goals and status (e.g., wider social network and experiences, increased earnings and opportunities, preparation for career).
  - TS.AT9.1.A Identify at least one benefit of, or reason for, postsecondary education or training.
- Standard 2:** *Identify postsecondary education or training area(s) of interest, preference, and/or needs (e.g., arts skilled, outdoor skilled, technical skilled, clerical skilled occupations).*
- TS.AT12.2.A Choose two postsecondary education or training areas of interest and/or need and apply these in subsequent decision-making around sources of post-school learning.
  - TS.AT11.2.A Assess and select three specific potential areas of interest, preference, and/or need within postsecondary education or training, as applied to future career plans.
  - TS.AT10.2.A Compare two or more broad potential areas of interest, preference and/or need based on results of academic and transition assessments and experiences.
  - TS.AT9.2.A Identify at least one general area of interest, preference, and/or need related to postsecondary learning, based on results of academic and transition assessments and experiences.
- Standard 3:** *Identify sources for postsecondary education or training opportunities (e.g., community education, residential programs, vocational programs, workforce training programs, apprenticeship programs, and certificate or degree programs at trade/technical schools).*
- TS.AT12.3.A Choose two sources of postsecondary education or training opportunities and assess their benefits related to career and life plans.
  - TS.AT11.3.A Analyze five specific postsecondary education or training sources relevant to individual post-school goals and the positive and negative aspects of each.
  - TS.AT10.3.A Locate postsecondary education or training information needed to make choices (e.g., program visits, career fairs, online research)
  - TS.AT9.3.A Identify at least one source of postsecondary education or training opportunities, based on individual post-school goals.
  - TS.AT9.3.A Identify at least one source of postsecondary education or training opportunities, based on individual post-school goals. (VR, DDSN)

### **Academics/Training**

**(B)Transition Target: Obtain adequate, appropriate support services, and financial assistance to facilitate success in postsecondary education or training.**

- Standard 1:** *Identify and manage eligibility and acceptance requirements for programs serving students with disabilities (e.g., referral process, eligibility criteria,*

*assessment information, and/or school, medical, or other related records).*

- TS.AT12.1.B Complete and submit at least one application for a postsecondary support service program related to individual post-school goals.
- TS.AT11.1.B Confer with staff of one post-school support service program in order to determine eligibility and next steps.
- TS.AT10.1.B Identify eligibility criteria and application procedures for at least three postsecondary support service programs serving students with disabilities.
- TS.AT9.1.B Compare eligibility requirements for support services during Grades K-12 and during postsecondary training environments.
- Standard 2:** *State and appropriately request accommodations and/or other support needs for postsecondary education or training.*
- TS.AT12.2.B Advocate for oneself in arranging support or accommodations from one or more external service agencies (including higher education), under Section 504 and ADA guidelines.
- TS.AT11.2.B Research and locate three or more sources for support services in future setting(s) and learning program(s) (e.g., community service groups, student support services, study programs, academic support programs, and employment services).
- TS.AT10.2.B Describe personal range of needs and accommodations for learning, for at least three current or future learning environments, and demonstrate self-advocacy skills appropriate for requesting those supports.
- TS.AT9.2.B Identify and request at least one specific need or accommodation for secondary education.

## **Occupations/Careers**

### **(C) Transition Target: Demonstrate ability to seek and obtain employment.**

- Standard 1:** *Identify training requirements for a variety of occupational choices.*
- TS.OC12.1.D Assess the specific certifications and/or licenses required or recommended for three or more occupations of interest.
- TS.OC11.1.D Locate a potential training program that meets the training requirements for each occupation of interest.
- TS.OC10.1.D Compare and contrast training requirements for differing occupational levels within the same field (e.g., nurse vs. nurse's aide).
- TS.OC9.1.D Identify training requirements for various occupations.
- Standard 2:** *Demonstrate appropriate job-seeking behaviors (e.g., research, attire, interview skills, follow-up).*
- TS.OC12.2.D Demonstrate use of multiple job-seeking behaviors during the application process and self-assess individual performance on those behaviors.
- TS.OC11.2.D Demonstrate an ability to engage in multiple appropriate job-seeking behaviors during mock interviews and related exercises.
- TS.OC10.2.D Describe the impact of specific job-seeking behaviors on gaining employment.
- TS.OC9.2.D Identify at least two appropriate job-seeking behaviors.

### **(D) Transition Target: Demonstrate skills needed for maintaining and changing employment.**

- Standard 1:** *Define the need for advancement in employment.*
- TS.OC12.1.E Establish long-term career goals that facilitate advancement over time.

- TS.OC11.1.E Apply knowledge of the benefits of advancement to a personal career planning process.
- TS.OC10.1.E Identify benefits of advancement in employment within specific occupations that may be of interest (e.g., being in charge of particular tasks, supervising others, and greater freedom).
- TS.OC9.1.E Identify general benefits of advancement in employment (e.g., receiving higher wages).
- Standard 2:** *Examine the increasing demands for advancement among skilled employees.*
- TS.OC12.2.E Prepare and utilize work-related forms and documents (e.g., resumes, job applications, tax form, worker's compensation, pay procedures, deductions, net and gross pay, fringe benefits, electronic funds transfers) to meet changing employment expectations.
- TS.OC11.2.E Model appropriate dress and behaviors (e.g., reliability and dependability) at a job site in order to contribute to a safe and effective workplace.
- TS.OC10.2.E Discuss the increasing demands of advancement among skilled employees, and apply this knowledge when considering future career plans.
- TS.OC9.2.E Summarize three key activities necessary to retain a job and advance in the industry.

## ***CAREERS and ASSISTIVE TECHNOLOGY***

This course is twofold: it is designed to introduce students to the myriad of career fields and opportunities available within each Career Cluster and develop a skill set to use technology as a tool in the workplace. It is exploratory in nature and its intention is to introduce knowledge and skills needed in various occupations. As a part of the coursework, trips to RDA Anderson Vocational School will be taken to see courses taught within each Cluster. It will help students gain insight into their own interests and abilities while offering important information to help plan for high school courses and postsecondary education. The course is also designed to help students understand how hardware and software work. It will increase the student's computer literacy level and provide an opportunity to master the skills of keyboarding and assistive technology necessary for the 21<sup>st</sup> century. Resources: RDA, keyboarding program, and AT.

### ***Transition Standards:***

#### **Academics/Training**

**(C) Transition Target: Use technology tools and resources to support and/or supplement postsecondary education or training.**

- Standard 1:** *Recognize and use information technology tools and resources to access, manage, integrate, create, and share information within the postsecondary learning environment (e.g., multimedia technology such as Microsoft Powerpoint, HyperStudio, video, or animation; other digital and word processing tools such as highlighting, underlining, italicizing, color-coding, large print, tables, shapes, concept mapping tools/graphic organizers; spreadsheet and graphics programs; e-mail, texting, iPod or iPhone apps).*
- TS.AT12.1.C Implement the most effective information technologies to facilitate postsecondary learning in chosen settings and programs.
- TS.AT11.1.C Compare the information technologies learned and assess their utility in future environments.
- TS.AT10.1.C Learn and practice multiple information technologies to support and/or supplement secondary learning.
- TS.AT9.1.C Identify at least two information technologies that support and/or supplement secondary learning.
- Standard 2:** *Use assistive technology tools and resources to support and/or supplement postsecondary learning (e.g., text-to-speech feature, alternative keyboard, voice recognition software, digital text, books on CD/DVD, mouse, trackball, other pointing devices, scaled models, tactile materials, manipulatives, videos with captioning or oral descriptions, Microsoft Accessibility Options such as StickyKeys, MouseKeys, FilterKeys).*
- TS.AT12.2.C Arrange the most effective assistive technologies to facilitate postsecondary learning in chosen settings and programs.
- TS.AT11.2.C Compare and contrast the assistive technologies learned and identify the ones most relevant to personal goals.
- TS.AT10.2.C Learn and practice at least two assistive technologies to support and/or supplement secondary learning.
- TS.AT9.2.C Identify at least one assistive technology to support and/or supplement secondary learning.
- Standard 3:** *Evaluate effectiveness of technology to support and/or supplement postsecondary learning.*
- TS.AT12.3.C Evaluate and modify the uses of information and assistive technologies as needed for future environments.
- TS.AT11.3.C Experiment with multiple assistive technologies and information

technologies and appraise their overall utility in future learning environments.

- TS.AT10.3.C Describe times in which information and assistive technologies might be effective or ineffective in facilitating learning.
- TS.AT9.3.C Identify multiple information and assistive technologies as well as situations in which these might be beneficial.
- Standard 4:** *Identify and use information and/or assistive technologies to support personal management and career activities that are linked to postsecondary learning success.*
- TS.AT12.4.C Arrange the most effective learning technologies to facilitate future personal, social, community participation, or career development.
- TS.AT11.4.C Learn, practice, and compare/contrast at least three learning technologies applied to personal and/or career development in both current and future settings.
- TS.AT10.4.C Learn, practice, and analyze at least two learning technologies applied to personal, social, community participation, or career activities.
- TS.AT9.4.C Identify personal needs for, and request, relevant technology supports in at least one personal, social, community participation, or career activity.

#### **Occupations/Careers**

##### **(C) Transition Target: Demonstrate ability to seek and obtain employment.**

- Standard 1:** *Identify training requirements for a variety of occupational choices.*
- TS.OC12.1.D Assess the specific certifications and/or licenses required or recommended for three or more occupations of interest.
- TS.OC11.1.D Locate a potential training program that meets the training requirements for each occupation of interest.
- TS.OC10.1.D Compare and contrast training requirements for differing occupational levels within the same field (e.g., nurse vs. nurse's aide).
- TS.OC9.1.D Identify training requirements for various occupations.

##### **(D) Transition Target: Demonstrate skills needed for maintaining and changing employment.**

##### **Standard 1: Define the need for advancement in employment.**

- TS.OC12.1.E Establish long-term career goals that facilitate advancement over time.
- TS.OC11.1.E Apply knowledge of the benefits of advancement to a personal career planning process.
- TS.OC10.1.E Identify benefits of advancement in employment within specific occupations that may be of interest (e.g., being in charge of particular tasks, supervising others, and greater freedom).
- TS.OC9.1.E Identify general benefits of advancement in employment (e.g., receiving higher wages).



## ***GOVERNMENT for Living- ½***

This course focuses on the origins, structure and functions of government at all levels. It also includes a detailed study of the Constitution of the United States and its provisions.

### ***Transition Standards:***

#### **Daily Living**

**(B) Transition Target: Formulate ideas and identify issues related to citizenship, community, and cultures within communities in order to become engaged in daily life.**

<b>Standard 1:</b>	<b><i>Identify the basic elements of the legal and judicial process.</i></b>
TS.DL12.1.A	Interpret and prepare legal forms (e.g., tax, employment, and voter registration).
TS.DL11.1.A	Analyze the legal and judicial processes on the local, state, and federal levels.
TS.DL10.1.A	List individual legal rights as a member of society.
TS.DL9.1.A	Describe community issues, laws, and the consequences of disobeying rules or laws.
<b>Standard 2:</b>	<b><i>Identify resources and services within the community.</i></b>
TS.DL12.2.A	Formulate specific community resources and services when needed.
TS.DL11.2.A	Contrast specific community resources and services when needed.
TS.DL10.2.A	Differentiate individual needs for specific community resources and services.
TS.DL9.2.A	Identify community resources and individuals associated with providing services.

### ***State Standards:***

**Standard USG-2:** The student will demonstrate an understanding of foundational American political principles and the historical events and philosophical ideas that shaped the development and application of these principles.

#### **Indicators**

USG-2.1 Summarize core principles of United States government, including **limited government**, federalism, **checks and balances**, **separation of powers**, **rule of law**, **popular sovereignty**, **republicanism**, individual rights, freedom, equality, and self-government.

USG-2.4 Evaluate significant American founding documents in relation to core political principles, including the Declaration of Independence, the Articles of Confederation, state **constitutions**, the United States Constitution, *The Federalist* papers, and the Bill of Rights.

**Standard USG-3:** The student will demonstrate an understanding of the basic organization and function of United States government on national, state, and local levels and the role of federalism in addressing the distribution of power.

#### **Indicators**

USG-3.1 Evaluate the Constitution as the written framework of the United States government, including expression of the core principles of **limited government**, federalism, **checks and balances**, **separation of powers**, **rule of law**, **popular sovereignty**, **republicanism**, individual rights, freedom, equality, and self-government.

USG-3.2 Evaluate the formal and informal structure, role, responsibilities, and authority of the legislative, executive, and judicial branches of the national government as the embodiments of constitutional principles.

USG-3.3 Analyze federalism and its application in the United States, including the concepts of **enumerated**, **concurrent**, and **reserved** powers; the meaning of the ninth and tenth amendments; the principle of states'

rights; the promotion of **limited government**; the protection of individual rights; and the potential for conflict among the levels of government.

USG-3.4 Analyze the organization and responsibilities of local and state governments in the United States federal system, including the role of state **constitutions**, the limitations on state governments, the typical organization of state governments, the relationship between state and local governments, and the major responsibilities of state governments.

**Standard USG-4:** The student will demonstrate an understanding of civil rights and civil liberties, the role of American citizens in the American political system, and distinctive expressions of American political **culture**.

**Indicators**

USG-4.1 Evaluate the role of the citizen in the American political process, including civic responsibilities and the interaction between the citizen and government.

USG-4.2 Analyze the process of political socialization and its relation to political participation.

USG-4.3 Evaluate the role and function of common avenues utilized by citizens in political participation, including political parties, voting, polls, interest groups, and community service.

USG-4.4 Analyze the process through which citizens monitor and influence public policy, including **political parties**, interest groups, the media, lobbying, donations, issue advocacy, and candidate support.

USG-4.5 Evaluate the importance of civil rights and civil liberties for citizens in American political **culture** and the protective role of the national government through the Bill of Rights, the judicial system, and the Fourteenth Amendment.

USG-4.6 Explain how fundamental values, principles, and rights often conflict within the American political system; why these conflicts arise; and how these conflicts are and can be addressed.

## ***HISTORY for Living***

This course follows a chronological study of major events, issues, movements, leaders and groups of people in South Carolina. It continues through the twentieth century to the present.

### ***State Standards:***

**Standard 3-1:** The student will demonstrate an understanding of places and regions in South Carolina and the role of human systems in the state.

#### **Indicators**

3-1.1 Categorize the six landform regions of South Carolina—the Blue Ridge, the Piedmont, the Sand Hills, the Inner Coastal Plain, the Outer Coastal Plain, and the Coastal Zone—according to their climate, physical features, and natural resources.

3-1.2 Describe the location and characteristics of significant features of South Carolina, including landforms; river systems such as the Pee Dee River Basin, the Santee River Basin, the Edisto River Basin, and the Savannah River Basin; major cities; and climate regions.

3-1.3 Explain interactions between the people and the physical landscape of South Carolina over time, including the effects on **population distribution**, patterns of migration, access to natural resources, and economic development.

**Standard 3-2:** The student will demonstrate an understanding of the exploration and settlement of South Carolina.

#### **Indicators**

3-2.1 Compare the **culture**, governance, and physical environment of the major Native American tribal groups of South Carolina, including the Cherokee, Catawba, and Yemassee.

3-2.2 Summarize the motives, activities, and accomplishments of the exploration of South Carolina by the Spanish, French, and English.

3-2.3 Describe the initial contact, cooperation, and conflict between the Native Americans and European settlers in South Carolina.

3-2.4 Summarize the development of the Carolina colony under the Lords Proprietors and the royal colonial government, including settlement by and trade with the people of Barbados and the influence of other immigrant groups.

3-2.5 Explain the role of Africans in developing the **culture** and economy of South Carolina, including the growth of the slave trade; slave contributions to the plantation economy; the daily lives of the enslaved people; the development of the Gullah **culture**; and their resistance to slavery.

**Standard 3-3** The student will demonstrate an understanding of the American Revolution and South Carolina's role in the development of the new American nation.

#### **Indicators**

3-3.1 Summarize the causes of the American Revolution, including Britain's passage of the Stamp Act, the Tea Act, and the Intolerable Acts; the rebellion of the colonists; and the writing of the Declaration of Independence.

3-3.2 Compare the perspectives of South Carolinians during the American Revolution, including Patriots, Loyalists, women, enslaved and free Africans, and Native Americans.

3-3.3 Summarize the course of the American Revolution in South Carolina, including the role of William Jasper and Fort Moultrie; the occupation of Charles Town by the British; the partisan warfare of Thomas Sumter, Andrew Pickens, and Francis Marion; and the battles of Cowpens, Kings Mountain, and Eutaw Springs.

3-3.4 Summarize the effects of the American Revolution, including the establishment of state and national governments.

3-3.5 Outline the structure of state government, including the branches of government (legislative, executive, and judicial), the representative bodies of each branch (general assembly, governor, and supreme court), and the basic powers of each branch.

**Standard 3-4:** The student will demonstrate an understanding of life in the **antebellum** period, the causes and effects of the Civil War, and the impact of Reconstruction in South Carolina.

**Indicators**

3-4.1 Compare the economic conditions for various classes of people in South Carolina, including the elite, the middle class, the lower class, the independent farmers, and the enslaved and free African Americans.

3-4.2 Summarize the development of slavery in **antebellum** South Carolina, including the invention of the cotton gin and the subsequent expansion of and economic dependence on slavery.

3-4.3 Explain the reasons for South Carolina's secession from the Union, including the abolitionist movement and the concept of states' rights.

3-4.4 Summarize the course of the Civil War in South Carolina, including the Secession Convention, the firing on Fort Sumter, the Union blockade of Charleston, the significance of the *Hunley* submarine; the exploits of Robert Smalls; and General William T. Sherman's march through the state.

3-4.5 Explain how the destruction caused by the Civil War affected the economy and daily lives of South Carolinians, including the scarcity of food, clothing, and living essentials and the continuing racial tensions.

3-4.6 Summarize the positive and negative effects of Reconstruction in South Carolina, including the development of public education; the establishment of sharecropping; racial advancements and tensions; and the attempts to rebuild towns, factories, and farms.

**Standard 3-5:** The student will demonstrate an understanding of the major developments in South Carolina in the late nineteenth and the twentieth century.

**Indicators**

3-5.1 Summarize the social and economic impact of developments in agriculture, industry and technology, including the creation of **Jim Crow laws**, the rise and fall of textile markets, and the expansion of the railroad.

3-5.2 Explain the causes and impact of emigration from South Carolina and internal migration from rural areas to the cities, including **discrimination** and unemployment; poor sanitation and transportation services; and the lack of electricity and other modern conveniences in rural locations.

3-5.3 Explain the effects of the Great Depression on daily life in South Carolina, including the widespread poverty and unemployment and the efforts of the federal government to create jobs through a variety of New Deal programs.

3-5.4 Summarize the social and economic impact of World War II and the **Cold War** on South Carolina, including the end of the Great Depression, improvements in modern conveniences, increased opportunities for women and African Americans, and the significance of the opening and eventual closing of military bases.

3-5.5 Summarize the development of economic, political, and social opportunities of African Americans in South Carolina, including the end of **Jim Crow laws**; the desegregation of schools (*Briggs v. Elliott*) and other public facilities; and efforts of African Americans to achieve the right to vote.

3-5.6 Describe the growth of tourism and its impact on the economy of South Carolina, including the development of historic sites, state parks, and resorts and the expanding transportation systems that allow for greater access to our state.

## ***ECONOMICS for Living- ½***

This course focuses on the functions and institutions of modern day economic systems and theory. Students gain skills that will enable them to anticipate changes in economic conditions and how to adjust to the changes  
› improve their lives and their communities.

### ***State Standards:***

**Standard ECON-4:** The student will demonstrate an understanding of how trade among nations affects markets, employment, economic growth, and other activity in the domestic economy.

#### **Indicators**

ECON-4.1 Summarize how differing factor endowments—such as geography, the development of technology, and the abundance of labor—affect the goods and services in which a nation specializes.

ECON-4.2 Explain how the United States specializes in the production of those goods and services in which it has a comparative advantage.

ECON-4.3 Explain how the rise of a global marketplace contributes to the well-being of all societies but the benefits derived from **globalization** are unequal.

ECON-4.4 Explain how a global marketplace influences domestic labor markets, wage rates, unemployment levels, and disparities in earning potentials.

**Standard ECON-5:** The student will demonstrate an understanding of how personal financial decisions affect an individual's present and future economic status.

#### **Indicators**

ECON-5.1 Explain how individuals make personal economic decisions and how current spending and acquisition of debt can impact future income.

ECON-5.2 Explain that income for most people is determined by the market value of the productive resources they sell.

ECON-5.3 Explain how wage rates for most workers depend upon the market value of what the workers produce for the marketplace.

### ***Transition Standards:***

#### ***Daily Living***

**(B) Transition Target: Formulate and implement financial management skills to be used in daily living.**

<b>Standard 1:</b>	<b><i>Employ and evaluate financial management skills for personal daily living needs.</i></b>
TS.DL12.1.B	Prepare, maintain, and assess a personal budget (e.g., housing, food, clothing, transportation, wellness needs, healthcare, utilities, insurance, benefits).
TS.DL11.1.B	Create personal budget according to daily living needs (e.g., food, clothing, housing, transportation, wellness needs, healthcare, utilities, insurance, and benefits).
TS.DL10.1.B	Determine various modes of payment options (e.g., cash, check, money order, and debit cards) for daily living needs according to current or expected income.
TS.DL9.1.B	Determine and prioritize personal needs and wants according to current or expected income.
<b>Standard 2:</b>	<b><i>Integrate the process of budgeting within living arrangements.</i></b>
TS.DL12.2.B	Appraise appropriateness of identified living arrangements (e.g., size, distance to employment, family, relation to budget, and utilities).
TS.DL11.2.B	Design a plan addressing living arrangements and wants/needs (e.g.,

independent living, school dorm, and transitional living).

TS.DL10.2.B

Diagram budget according to necessities, utilities, and rent and identify possible living arrangements.

TS.DL9.2.B

Discuss and illustrate wants/needs in relation to income and living arrangements.

## ***EARTH AND PHYSICAL SCIENCE for Living***

The course includes Earth and Physical Sciences, Home Maintenance skills and personal and occupational safety. Instruction will include Earth and Physical Science concepts, such as the earth's structure, the earth's atmosphere, weather and climate, the laws of conservation of energy, the effects of forces on objects and the study of sound and light waves. Students will also develop thinking skills and problem solving procedures necessary to maintain a home and comprehend workplace safety.

### ***State Standards:***

#### **Astronomy**

**Standard 4-3:** The student will demonstrate an understanding of the properties, movements, and locations of objects in the solar system. (Earth Science)

#### **Indicators**

- 4-3.1 Recall that Earth is one of many planets in the solar system that orbit the Sun.
- 4-3.2 Compare the properties (including the type of surface and atmosphere) and the location of Earth to the Sun, which is a star, and the Moon.
- 4-3.3 Explain how the Sun affects Earth.
- 4-3.4 Explain how the tilt of Earth's axis and the revolution around the Sun results in the seasons of the year.
- 4-3.5 Explain how the rotation of Earth results in day and night.
- 4-3.6 Illustrate the phases of the Moon and the Moon's effect on ocean tides.
- 4-3.7 Interpret the change in the length of shadows during the day in relation to the position of the Sun in the sky.
- 4-3.8 Recognize the purpose of telescopes.

#### **Properties of Light and Electricity**

**Standard 4-5:** The student will demonstrate an understanding of the properties of light and electricity. (Physical Science)

#### **Indicators**

- 4-5.1 Summarize the basic properties of light (including brightness and colors).
- 4-5.2 Illustrate the fact that light, as a form of energy, is made up of many different colors.
- 4-5.3 Summarize how light travels and explain what happens when it strikes an object (including reflection, refraction, and absorption).
- 4-5.4 Compare how light behaves when it strikes transparent, translucent, and opaque materials.
- 4-5.5 Explain how electricity, as a form of energy, can be transformed into other forms of energy (including light, heat, and sound).
- 4-5.6 Summarize the functions of the components of complete circuits (including wire, switch, battery, and light bulb).
- 4-5.7 Illustrate the path of electric current in series and parallel circuits.
- 4-5.8 Classify materials as either conductors or insulators of electricity.
- 4-5.9 Summarize the properties of magnets and electromagnets (including polarity, attraction/repulsion, and strength).
- 4-5.10 Summarize the factors that affect the strength of an electromagnet.

#### **Properties of Matter**

**Standard 5-4:** The student will demonstrate an understanding of properties of matter. (Physical Science)

#### **Indicators**

- 5-4.1 Recall that matter is made up of particles too small to be seen.
- 5-4.2 Compare the physical properties of the states of matter (including volume, shape, and the movement and spacing of particles).
- 5-4.3 Summarize the characteristics of a mixture, recognizing a solution as a kind of mixture.

5-4.4 Use the processes of filtration, sifting, magnetic attraction, evaporation, chromatography, and floatation to separate mixtures.

5-4.5 Explain how the solute and the solvent in a solution determine the concentration.

5-4.6 Explain how temperature change, particle size, and stirring affect the rate of dissolving.

5-4.7 Illustrate the fact that when some substances are mixed together, they chemically combine to form a new substance that cannot easily be separated.

5-4.8 Explain how the mixing and dissolving of foreign substances is related to the pollution of the water, air, and soil.

### **Forces and Motion**

**Standard 5-5:** The student will demonstrate an understanding of the nature of force and motion. (Physical Science)

#### **Indicators**

5-5.1 Illustrate the affects of force (including magnetism, gravity, and friction) on motion.

5-5.2 Summarize the motion of an object in terms of position, direction, and speed.

5-5.3 Explain how unbalanced forces affect the rate and direction of motion in objects.

5-5.4 Explain ways to change the effect that friction has on the motion of objects (including changing the texture of the surfaces, changing the amount of surface area involved, and adding lubrication).

5-5.5 Use a graph to illustrate the motion of an object.

5-5.6 Explain how a change of force or a change in mass affects the motion of an object.

### **Earth's Atmosphere and Weather**

**Standard 6-4:** The student will demonstrate an understanding of the relationship between Earth's atmospheric properties and processes and its weather and climate. (Earth Science)

#### **Indicators**

6-4.1 Compare the composition and structure of Earth's atmospheric layers (including the gases and differences in temperature and pressure within the layers).

6-4.2 Summarize the interrelationships among the dynamic processes of the water cycle (including precipitation, evaporation, transpiration, condensation, surface-water flow, and groundwater flow).

6-4.3 Classify shapes and types of clouds according to elevation and their associated weather conditions and patterns.

6-4.4 Summarize the relationship of the movement of air masses, high and low pressure systems, and frontal boundaries to storms (including thunderstorms, hurricanes, and tornadoes) and other weather conditions.

6-4.5 Use appropriate instruments and tools to collect weather data (including wind speed and direction, air temperature, humidity, and air pressure).

6-4.6 Predict weather conditions and patterns based on weather data collected from direct observations and measurements, weather maps, satellites, and radar.

6-4.7 Explain how solar energy affects Earth's atmosphere and surface (land and water).

6-4.8 Explain how convection affects weather patterns and climate.

6-4.9 Explain the influence of global winds and the jet stream on weather and climatic conditions.

### **Conservation of Energy**

**Standard 6-5:** The student will demonstrate an understanding of the law of conservation of energy and the properties of energy and work. (Physical Science)

#### **Indicators**

6-5.1 Identify the sources and properties of heat, solar, chemical, mechanical, and electrical energy.

6-5.2 Explain how energy can be transformed from one form to another (including the two types of mechanical energy, potential and kinetic, as well as chemical and electrical energy) in accordance with the law of conservation of energy.



- 6-5.3 Explain how magnetism and electricity are interrelated by using descriptions, models, and diagrams of electromagnets, generators, and simple electrical motors.
- 6-5.4 Illustrate energy transformations (including the production of light, sound, heat, and mechanical motion) in electrical circuits.
- 6-5.5 Illustrate the directional transfer of heat energy through convection, radiation, and conduction.
- 6-5.6 Recognize that energy is the ability to do work (force exerted over a distance).
- 6-5.7 Explain how the design of simple machines (including levers, pulleys, and inclined planes) helps reduce the amount of force required to do work.
- 6-5.8 Illustrate ways that simple machines exist in common tools and in complex machines.

## ***BIOLOGY for Living***

The course includes human biology. Instruction will include the scientific process, cell theory, body systems, food and nutrition, health and hygiene, and impact of healthy living choices.

### ***State Standards:***

#### **Human Body Systems and Disease**

**Standard 7-3:** The student will demonstrate an understanding of the functions and interconnections of the major human body systems, including the breakdown in structure or function that disease causes. (Life Science)

#### **Indicators**

7-3.1 Summarize the levels of structural organization within the human body (including cells, tissues, organs, and systems).

7-3.2 Recall the major organs of the human body and their function within their particular body system.

7-3.3 Summarize the relationships of the major body systems (including the circulatory, respiratory, digestive, excretory, nervous, muscular, and skeletal systems).

7-3.4 Explain the effects of disease on the major organs and body systems (including infectious diseases such as colds and flu, AIDS, and athlete's foot and noninfectious diseases such as diabetes, Parkinson's, and skin cancer).

### **HEALTH AND SAFETY EDUCATION STANDARDS**

Standard 1. The student will comprehend concepts related to health promotion to enhance health.

Standard 2. The student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 3. The student will demonstrate the ability to access valid information and products and services to enhance health.

Standard 4. The student will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5. The student will demonstrate the ability to use decision-making skills to enhance health.

Standard 6. The student will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7. The student will demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks.

Standard 8. The student will demonstrate the ability to advocate for personal, family, and consumer health.

## ***WORKFORCE ESSENTIALS- I, II***

This course is an introduction to employment training. Students will learn about appropriate work behaviors and skills. Examples include hygiene, peer/supervisor interaction, following directions, communication and social skills in the workplace. Basic reading and math skills will be implemented in a school based work setting. Resources: Casey Life Skills Curriculum, Cavalier Cup.

### ***Transition Standards:***

#### **Occupations/Careers**

##### **Standard 4:**

***Demonstrate appropriate work ethics (e.g., honesty, dependability, loyalty).***

TS.OC12.4.C

Apply ethical reasoning to a variety of workplace situations in order to make ethical decisions.

TS.OC11.4.C

Apply rules, policies, and procedures of the workplace (e.g., pre-employment, test and/or screening, dress and grooming, time management, attendance, and sexual harassment policies).

TS.OC10.4.C

Discuss the importance of a strong work ethic for worksite performance and job recommendations.

TS.OC9.4.C

Identify five or more aspects or examples of an appropriate work ethic.

##### **Standard 5:**

***Document needs and accommodations for employment (if applicable).***

TS.OC12.5.C

Describe personal needs and accommodations for employment (if applicable) to a potential or current employer, focusing on essential functions of a job.

TS.OC11.5.C

Describe personal needs and accommodations for employment (if applicable), as well as illustrate how to request such accommodations, during a transition planning meeting.

TS.OC10.5.C

Describe personal needs and accommodations for employment (if applicable) and likely outcomes based on whether or not those accommodations are received.

TS.OC9.5.C

Identify at least one need or accommodation for employment (if applicable).

## ***DAILY LIVING- I, II***

This course teaches daily living skills necessary to live independently. Skills taught include household maintenance, consumer shopping, daily living skills, housing & money management, and personal hygiene.  
Resources: Casey Life Skills Curriculum, Cavalier Cup.

### ***Transition Standards:***

#### **Daily Living**

**(C) Transition Target: Formulate ideas and identify issues related to citizenship, community, and cultures within communities in order to become engaged in daily life.**

**Standard 3:** *Develop and practice recreational and leisure interests available within the school and community.*

TS.DL12.3.A Arrange requirements and expectations for participation in the chosen school or community recreational activities (e.g., rules, associated fees, and time commitment).

TS.DL11.3.A Report on a specific school or community activity (e.g., school, band, civic club, YMCA, camp) and how it aligns with personal interests

TS.DL10.3.A Self-evaluate to determine specific interests in leisure and recreational activities.

TS.DL9.3.A Examine interests in leisure and recreational activities available in the school and community.

**(D) Transition Target: Formulate and implement financial management skills to be used in daily living.**

**standard 1:** *Employ and evaluate financial management skills for personal daily living needs.*

TS.DL12.1.B Prepare, maintain, and assess a personal budget (e.g., housing, food, clothing, transportation, wellness needs, healthcare, utilities, insurance, benefits).

TS.DL11.1.B Create personal budget according to daily living needs (e.g., food, clothing, housing, transportation, wellness needs, healthcare, utilities, insurance, and benefits).

TS.DL10.1.B Determine various modes of payment options (e.g., cash, check, money order, and debit cards) for daily living needs according to current or expected income.

TS.DL9.1.B Determine and prioritize personal needs and wants according to current or expected income.

**Standard 2:** *Integrate the process of budgeting within living arrangements.*

TS.DL12.2.B Appraise appropriateness of identified living arrangements (e.g., size, distance to employment, family, relation to budget, and utilities).

TS.DL11.2.B Design a plan addressing living arrangements and wants/needs (e.g., independent living, school dorm, and transitional living).

TS.DL10.2.B Diagram budget according to necessities, utilities, and rent and identify possible living arrangements.

TS.DL9.2.B Discuss and illustrate wants/needs in relation to income and living arrangements.

**(E) Transition Target: Formulate a plan to address issues related to the acquisition and maintenance of *independent living skills*.**

<b>Standard 1:</b>	<b><i>Identify procedures for household safety, as well as maintenance and improvement of personal living situation.</i></b>
TS.DL12.1.C	Assess repairs or safety issues according to current plan (e.g., making a purchase, and calling for services).
TS.DL11.1.C	Generate a plan for monthly household repairs and maintenance and determine appropriate resources to resolve current safety issues.
TS.DL10.1.C	Demonstrate appropriate protocol via role play for various emergency situations (e.g., fire in home, heart attack, flooded pipes, and severe weather).
TS.DL9.1.C	Identify general safety issues and procedures applicable to home and community environments, including fire safety and severe weather drills.
<b>Standard 2:</b>	<b><i>Demonstrate the ability to select and purchase appropriate clothing.</i></b>
TS.DL12.2.C	Prepare appropriate wardrobe (e.g., laundry, ironing, and purchasing articles of clothing as needed).
TS.DL11.2.C	Assess personal needs to make appropriate clothing purchases.
TS.DL10.2.C	Determine personal clothing options based on size, preference, and season.
TS.DL9.2.C	Identify appropriate clothing options based on weather, budget, and care.
<b>Standard 3:</b>	<b><i>Exhibit appropriate hygiene and grooming for different environments (e.g., school, community, work).</i></b>
TS.DL12.3.C	Apply proper hygiene and grooming based on understanding of requirements in various environments (e.g., interview setting, job setting, school setting, and social setting).
S.DL11.3.C	Select and discuss choice of grooming and dress as it relates to various environments (e.g., school, community, and work).
TS.DL10.3.C	Investigate the importance and possible results of dressing appropriately/inappropriately for differing environments (e.g., interviews, school, and community).
TS.DL9.3.C	Identify appropriate hygiene, grooming, and dress routines for a variety of settings (school, community, and work).

**(F) Transition Target: Formulate and implement plans that address *healthcare and wellness needs*.**

<b>Standard 1:</b>	<b><i>Identify and develop a plan to address personal healthcare needs.</i></b>
TS.DL12.1.D	Implement and evaluate an individualized plan which addresses healthcare needs such as regular doctor visits, prescription maintenance, and emergencies.
TS.DL11.1.D	Develop a personal healthcare plan which includes goals related to specific medical needs as identified by prior assessment.
TS.DL10.1.D	Assess personal healthcare needs and list resources to address those needs.
TS.DL9.1.D	Discuss healthcare needs and examine approaches to addressing those needs through available resources (e.g., emergency needs, doctor visits, and pharmacy care).
<b>Standard 2:</b>	<b><i>Develop and select strategies to address wellness (e.g., maintenance of good health and prevention of illness).</i></b>
TS.DL12.2.D	Implement and evaluate an individualized plan that addresses wellness needs such as an exercise plan, balanced meal options, and routine health

- check-ups.
- TS.DL11.2.D Develop a personal wellness plan that includes goals related to specific wellness needs as identified by prior assessment.
- TS.DL10.2.D Assess steps to work toward personal wellness needs and list resources to address those needs.
- TS.DL9.2.D Discuss wellness needs and examine approaches to addressing those needs through available resources (e.g., optometrist, dentist, exercise program, and healthy food options).

## Personal/Social

### (A) Transition Target: Demonstrate *self-efficacy, self-determination, and self-advocacy* across social, academic, and work environments.

- Standard 1:** *Demonstrate self-efficacy across social, academic, and work environments.*
- TS.PS12.1.A Demonstrate self-efficacy through goal-setting and decision-making (e.g., stating that a particular goal is possible, setting the goal, and making decisions that will lead to meeting that goal).
- TS.PS11.1.A Analyze and revise beliefs about the self and expected outcomes (e.g., assess which beliefs are accurate or inaccurate, how these beliefs have been shaped by others, and how these might impact goals and decisions).
- TS.PS10.1.A Distinguish between positive and negative social influences (e.g., peers, family members, mentors, and role models) and manage feedback received about the self from others.
- TS.PS9.1.A Identify strengths and weaknesses through self-exploration and assessment of prior successes, failures, and other personal learning experiences.
- Standard 2:** *Demonstrate self-determination across social, academic, and work environments.*
- TS.PS12.2.A Demonstrate self-determination through integration of personal experiences in social, academic, and work environments into individual's view of the self (e.g., incorporate positive use of knowledge of self-characteristics, strengths, and limitations based on life experiences).
- TS.PS11.2.A Analyze personal successes and failures in order to identify available supports and evaluate positive/negative outcomes.
- TS.PS10.2.A Discuss personal goals, decisions, and options.
- TS.PS9.2.A Identify a range of desired positive adult outcomes in social, academic, and work environments (e.g., desire to have friends, live independently, maintain employment).
- Standard 3:** *Demonstrate self-advocacy across social, academic, and work environments.*
- TS.PS12.3.A Demonstrate self-advocacy by applying effective skills in preparation for transition to postsecondary environment (e.g., call and request information about a needed service for transition from school to community, postsecondary education, or workforce).
- TS.PS11.3.A Analyze postsecondary options and openly discuss concerns and preferences, asking questions when needed (e.g., actively participate in IEP planning/evaluation).
- 3.PS10.3.A Investigate self-advocacy as it relates to attainment of postsecondary goals (e.g., self-knowledge of interests, list of strengths, and areas of need).
- TS.PS9.3.A Discuss types of socially responsible behavior across various

environments (e.g., identify assertive, passive, and aggressive behavior in written scenarios).

**(B) Transition Target: Demonstrate *personal management and communication skills* in order to interact with others in integrated settings.**

- Standard 1:** *Develop personal management skills needed for successful interpersonal relationships in home, work, and community.*
- TS.PS12.1.B Apply appropriate skills for interpersonal relationships, including teamwork/collaboration, active/passive listening, and respect for self and others.
- TS.PS11.1.B Engage in appropriate social interactions in multiple environments (home/work/community).
- TS.PS10.1.B Distinguish between appropriate and inappropriate behaviors across various environments (home/work/community).
- TS.PS9.1.B Identify personal management skills (e.g., behavioral self-control, personal space, social norms) to manage oneself in various environments (home/work/community).
- Standard 2:** *Develop communication skills to interact with others in integrated settings (e.g., written, verbal, nonverbal, use of augmentative devices).*
- TS.PS12.2.B Apply effective communication skills to interact with others in integrated settings and using various methods (e.g., written, verbal, nonverbal, and use of augmentative devices).
- TS.PS11.2.B Engage in effective communication skills and self-monitoring of ineffective skills via role-play, peer feedback, and real-life experiences.
- TS.PS10.2.B Distinguish between effective and ineffective communication skills (e.g., assertive but not aggressive, negotiating skills, taking turns, listening skills) within integrated settings, and explore benefits and consequences.
- TS.PS9.2.B Identify effective communication skills for sharing and gaining information (e.g., written, verbal, nonverbal, and use of augmentative devices).
- Standard 3:** *Develop socially responsible behaviors (e.g., social interaction, appropriate behaviors, conflict resolution skills).*
- TS.PS12.3.B Apply the identified behavioral skills in order to achieve postsecondary outcomes and goals.
- TS.PS11.3.B Explore responsible behaviors that lead to positive post-school outcomes.
- TS.PS10.3.B Recognize responsible and irresponsible behaviors and outcomes of behavior as it relates to personal goals across various environments.
- TS.PS9.3.B Identify responsible behaviors (e.g., social interactions, appropriate social behavior, and conflict resolution skills) across various environments.

**(C) Transition Target: Demonstrate independence and responsibility across settings.**

- Standard 1:** *Demonstrate acceptance of personal responsibility.*
- TS.PS12.1.C Demonstrate acceptance of personal responsibility by fulfilling responsibilities and/or accepting consequences of not fulfilling responsibilities.
- TS.PS11.1.C Analyze the consequences associated with completing or not completing personal responsibilities (e.g., effort put into academics affecting the likelihood of attending college).
- TS.PS10.1.C Discuss personal responsibilities and expectations of others (e.g., parents, administrators, or others may provide assistance but are ultimately not

TS.PS9.1.C

responsible for success).

Identify personal responsibilities across settings (e.g., academic or employment requirements, paying bills, and upkeep of living arrangements).