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| **Grade** | **Course** | **CPALMS Descriptor** |
| 8 | Language Arts 3 Standard– 1001070 | The purpose of this course is to provide grade 8 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. |
| 8 | Language Arts 2 Advanced – 1001080 | The purpose of this course is to provide grade 8 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.  **Honors and Advanced Level Course Note:** Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning. |
| 8 | Intensive Reading – 1000010 | The purpose of this course is to provide instruction that enables students to accelerate the development of reading and writing skills and to strengthen those skills so they are able to successfully read and write middle grade level text independently. Instruction emphasizes reading comprehension, writing fluency, and vocabulary study through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex text. Students enrolled in the course will engage in interactive text-based discussion, question generation, and research opportunities. They will write in response to reading and cite evidence when answering text dependent questions orally and in writing. The course provides extensive opportunities for students to collaborate with their peers. Scaffolding is provided as necessary as students engage in reading and writing increasingly complex text and is removed as the reading and writing abilities of students improve over time. Important Note: Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts. The Intensive courses have been designed for the teacher to select and teach only the appropriate standards corresponding to a student’s grade and/or instructional level. The courses should not be used in place of grade level English language arts courses and are intended to provide intervention for students who have reading deficiencies. |
| 8 | Pre-Algebra  1205070 | In Grade 8, instructional time should focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.   1. Students use linear equations and systems of linear equations to represent, analyze, and solve a variety of problems. Students recognize equations for proportions (y/x = m or y = mx) as special linear equations (y = mx + b), understanding that the constant of proportionality (m) is the slope, and the graphs are lines through the origin. They understand that the slope (m) of a line is a constant rate of change, so that if the input or x-coordinate changes by an amount A, the output or y-coordinate changes by the amount m(A). Students also use a linear equation to describe the association between two quantities in bivariate data (such as arm span vs. height for students in a classroom). At this grade, fitting the model, and assessing its fit to the data are done informally. Interpreting the model in the context of the data requires students to express a relationship between the two quantities in question and to interpret components of the relationship (such as slope and y-intercept) in terms of the situation.  Students strategically choose and efficiently implement procedures to solve linear equations in one variable, understanding that when they use the properties of equality and concept of logical equivalence, they maintain the solutions of the original equation. Students solve systems of two linear equations in two variables and relate the systems to pairs of lines in the plane; these intersect, are parallel, or are the same line. Students use linear equations, systems of linear equations, linear functions, and their understanding of slope of a line to analyze situations and solve problems. 2. Students grasp the concept of a function as a rule that assigns to each input exactly one output. They understand that functions describe situations where one quantity determines another. They can translate among representations and partial representations of functions (noting that tabular and graphical representations may be partial representations), and they describe how aspects of the function are reflected in the different representations. 3. Students use ideas about distance and angles, how they behave under translations, rotations, reflections, and dilation, and ideas about congruence and similarity to describe and analyze two-dimensional figures and to solve problems. Students show that the sum of the angles in a triangle is the angle formed by a straight line, and that various configurations of lines give rise to similar triangles because of the angles created when a traversal cuts parallel lines. Students understand the statement of the Pythagorean Theorem and its converse, and can explain why the Pythagorean Theorem holds, for example, by decomposing a square in two different ways. They apply the Pythagorean Theorem to find distances between points on the coordinate plane, to find lengths, and to analyze polygons. Students complete their work on volume by solving problems involving cones, cylinders, and spheres. |
| 8 | Algebra 1 Honors - 1200320 | The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.  **Unit 1- Relationships Between Quantities and Reasoning with Equations:** By the end of eighth grade, students have learned to solve linear equations in one variable and have applied graphical and algebraic methods to analyze and solve systems of linear equations in two variables. Now, students analyze and explain the process of solving an equation. Students develop fluency writing, interpreting, and translating between various forms of linear equations and inequalities, and using them to solve problems. They master the solution of linear equations and apply related solution techniques and the laws of exponents to the creation and solution of simple exponential equations. **Unit 2- Linear and Exponential Relationships:** In earlier grades, students define, evaluate, and compare functions, and use them to model relationships between quantities. In this unit, students will learn function notation and develop the concepts of domain and range. They explore many examples of functions, including sequences; they interpret functions given graphically, numerically, symbolically, and verbally, translate between representations, and understand the limitations of various representations. Students build on and informally extend their understanding of integer exponents to consider exponential functions. They compare and contrast linear and exponential functions, distinguishing between additive and multiplicative change. Students explore systems of equations and inequalities, and they find and interpret their solutions. They interpret arithmetic sequences as linear functions and geometric sequences as exponential functions.  **Unit 3- Descriptive Statistics:** This unit builds upon students prior experiences with data, providing students with more formal means of assessing how a model fits data. Students use regression techniques to describe and approximate linear relationships between quantities. They use graphical representations and knowledge of the context to make judgments about the appropriateness of linear models. With linear models, they look at residuals to analyze the goodness of fit.  **Unit 4- Expressions and Equations:** In this unit, students build on their knowledge from unit 2, where they extended the laws of exponents to rational exponents. Students apply this new understanding of number and strengthen their ability to see structure in and create quadratic and exponential expressions. They create and solve equations, inequalities, and systems of equations involving quadratic expressions  **Unit 5- Quadratic Functions and Modeling:** In this unit, students consider quadratic functions, comparing the key characteristics of quadratic functions to those of linear and exponential functions. They select from among these functions to model phenomena. Students learn to anticipate the graph of a quadratic function by interpreting various forms of quadratic expressions. In particular, they identify the real solutions of a quadratic equation as the zeros of a related quadratic function. Students expand their experience with functions to include more specialized functions absolute value, step, and those that are piece wise-defined. |
| 8 | Geometry Honors - 1206320 | The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school standards. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas, organized into five units are as follows.  **Unit 1- Congruence, Proof, and Constructions:** In previous grades, students were asked to draw triangles based on given measurements. They also have prior experience with rigid motions: translations, reflections, and rotations and have used these to develop notions about what it means for two objects to be congruent. In this unit, students establish triangle congruence criteria, based on analyses of rigid motions and formal constructions. They use triangle congruence as a familiar foundation for the development of formal proof. Students prove theorems using a variety of formats and solve problems about triangles, quadrilaterals, and other polygons. They apply reasoning to complete geometric constructions and explain why they work.  **Unit 2- Similarity, Proof, and Trigonometry:** Students apply their earlier experience with dilation and proportional reasoning to build a formal understanding of similarity. They identify criteria for similarity of triangles, use similarity to solve problems, and apply similarity in right triangles to understand right triangle trigonometry, with particular attention to special right triangles and the Pythagorean theorem. Students develop the Laws of Sines and Cosines in order to find missing measures of general (not necessarily right) triangles, building on students work with quadratic equations done in the first course. They are able to distinguish whether three given measures (angles or sides) define 0, 1, 2, or infinitely many triangles.  **Unit 3- Extending to Three Dimensions:** Students' experience with two-dimensional and three-dimensional objects is extended to include informal explanations of circumference, area and volume formulas. Additionally, students apply their knowledge of two-dimensional shapes to consider the shapes of cross-sections and the result of rotating a two-dimensional object about a line.  **Unit 4- Connecting Algebra and Geometry Through Coordinates:** Building on their work with the Pythagorean theorem in 8th grade to find distances, students use a rectangular coordinate system to verify geometric relationships, including properties of special triangles and quadrilaterals and slopes of parallel and perpendicular lines, which relates back to work done in the first course. Students continue their study of quadratics by connecting the geometric and algebraic definitions of the parabola. **Unit 5 Circles With and Without Coordinates:** In this unit students prove basic theorems about circles, such as a tangent line is perpendicular to a radius, inscribed angle theorem, and theorems about chords, secants, and tangents dealing with segment lengths and angle measures. They study relationships among segments on chords, secants, and tangents as an application of similarity. In the Cartesian coordinate system, students use the distance formula to write the equation of a circle when given the radius and the coordinates of its center. Given an equation of a circle, they draw the graph in the coordinate plane, and apply techniques for solving quadratic equations, which relates back to work done in the first course, to determine intersections between lines and circles or parabolas and between two circles. |
| 8 | Intensive Math – 1204000 | For each year in which a student scores at Level 1 on FCAT 2.0 Mathematics, the student must receive remediation by completing an intensive mathematics course the following year or having the remediation integrated into the student's required mathematics course. This course should be tailored to meet the needs of the individual student. Appropriate benchmarks from the following set of standards should be identified to develop an appropriate curriculum. |
| 8 | Comprehensive Science 3 Standard – 2002100 | Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the middle school level, all students should have multiple opportunities every week to explore science laboratory investigations (labs). School laboratory investigations are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the middle school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (NRC 2006, p. 77; NSTA, 2007). |
| 8 | Comprehensive Science 3 Advanced – 2002110 | Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the middle school level, all students should have multiple opportunities every week to explore science laboratory investigations (labs). School laboratory investigations are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the middle school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (NRC 2006, p. 77; NSTA, 2007). |
| 8 | Physical Science 1 Honors - 2003320 | While the content focus of this course is consistent with the Physical Science course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007). |
| 8 | US History & Career Planning Standard - 2100015 | Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction. **Mathematics Benchmark Guidance** - Instruction of U.S. History should include opportunities for students to interpret and create representations of historical events using mathematical tables, charts, and graphs. **Career and Education Planning** - Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed personalized academic and career plan for the student; must emphasize the importance of entrepreneurship skills; must emphasize technology or the application of technology in career fields; and, beginning in the 2014-2015 academic year, must provide information from the Department of Economic Opportunity's economic security report as described in section 445.07, Florida Statutes. For additional information on the Middle School Career and Education Planning course, go to <http://www.fldoe.org/workforce/ced/> 1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training. 2.0 Develop skills to locate, evaluate, and interpret career information. 3.0 Identify and demonstrate processes for making short and long term goals. 4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship. 5.0 Understand the relationship between educational achievement and career choices/postsecondary options. 6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals. 7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals. 8.0 Demonstrate knowledge of technology and its application in career fields/clusters. **Special Notes:** Additional content that may be contained in the NAEP Grade 8 United States History assessment includes material from all time periods on the following topics:   * Change and Continuity in American Democracy: Ideas, Institutions, Events, Key Figures, and Controversies * The Gathering and Interactions of Peoples, Cultures, and Ideas * Economic and Technological Changes and Their Relationship to Society, Ideas, and the Environment * The Changing Role of America in the World   The NAEP frameworks for United States History may be accessed at<http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/historyframework.pdf> |
| 8 | US History & Career Planning Advanced - 2002110 | Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction. **Honors/Advanced** courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects). **Mathematics Benchmark Guidance** - Instruction of U.S. History should include opportunities for students to interpret and create representations of historical events using mathematical tables, charts, and graphs. **Special Notes:** Additional content that may be contained in the NAEP Grade 8 United States History assessment includes materialfrom all time periods on the following topics:   * Change and Continuity in American Democracy: Ideas, Institutions, Events, Key Figures, and Controversies * The Gathering and Interactions of Peoples, Cultures, and Ideas * Economic and Technological Changes and Their Relationship to Society, Ideas, and the Environment * The Changing Role of America in the World   The NAEP frameworks for United States History may be accessed at <http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/historyframework.pdf> |
| 8 | Creative Photography (SJVS) – 0102040 | Students explore the aesthetic foundations of art using beginning photography techniques.  This course may include, but is not limited to, color and/or black and white photography via digital media and/or traditional photography. Processes and techniques for image capture and printing may include, but are not limited to, handcrafted pinhole cameras, hand tinting photographs, mixed media, photo collage, cross-processing, emerging technologies and new media. Content covers the basic mechanics of a camera, including lens and shutter operation, compositional foundations, printing an image for display, and evaluating a successful print.  Craftsmanship and quality are reflected in the surface of the print, care of the materials, attention to compositional conventions, and expression of personal ideas and feelings. Student photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works.  This course incorporates hands-on activities and consumption of art materials. |
| 8 | Career Research & Decision Making – 1700060 | The purpose of this course is to enable students to explore careers/career clusters and make informed career choices. Activities enable students to increase self-awareness and develop the skills needed to successfully plan for postsecondary education and the workplace. Career assessment should include interests, aptitudes, and basic skills. Work-based learning strategies appropriate for this course include job shadowing, field trips, and mentors. Work-based activities allow students to evaluate their career choices as they relate to actual careers at the worksite.  The content should include, but not be limited to, the following:   * Self-awareness to include interests, values, skills, learning styles, etc. * Goal-setting and decision-making processes * Exploring careers/career clusters and educational requirements * Postsecondary education and training opportunities * Workplace skills such as communication, teamwork, problem-solving, time management, computer, etc. * Career and education planning   **Special Note:** Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed personalized academic and career plan for the student; must emphasize technology or the application of technology in career fields; and, beginning in the 2014-2015 academic year, must provide information from the Department of Economic Opportunity's economic security report as described in section 445.07, Florida Statutes. For additional information on the Middle School Career and Education Planning course, go to <http://www.fldoe.org/workforce/ced/>.  Listed below are the competencies that must be met to satisfy the requirements of Section 1003.4156, Florida Statutes:   1. Describe the influences that societal, economic, and technological changes have on employment trends and future training. 2. Develop skills to locate, evaluate, and interpret career information. 3. Identify and demonstrate processes for making short and long term goals. 4. Demonstrate employability skills such as working in a group, problem-solving and organizational skills. 5. Understand the relationship between educational achievement and career choices/postsecondary options. 6. Identify a career cluster and related pathways that match career and education goals. 7. Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals. 8. Demonstrate knowledge of technology and its application in career fields/clusters. |
| 8 | Intermediate Spanish - 0708010 | M/J Spanish Intermediate is a continuation of M/J Beginning Spanish. Students will expand their knowledge of the language and its culture. Students will be able to engage in basic listening and speaking activities. Basic skills in reading and writing, and culture, connections, comparisons, and communities are included in this **one-year** course. This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter. It also must reflect appropriate Next Generation Sunshine State Standards benchmarks and Florida Standards for English language arts and mathematics. **Special Note.** This is a one-year course. Course content requirements for the two-course sequence M/J Spanish, Beginning (0708000) and Intermediate (0708010) are equivalent to Spanish 1 (0708340). Course content requirements for the three-course sequence that includes M/J Spanish Beginning (0708000), Intermediate (0708010), and Advanced (0708020) may be equivalent to the two-course sequence Spanish 1 (0708340) and Spanish 2 (0708350). It is each district's school board's responsibility to determine high school world languages placement policies for those students who complete the M/J Spanish sequences in middle school. The standards and benchmarks listed for this course are aligned with the expected levels of language proficiency, rather than grade levels. |
| 8 | Band 3 –  1302020 | Students with previous band experience expand on their instrumental technique, music literacy, and aesthetic response through rehearsal, performance, and study of a variety of intermediate-level, high-quality band literature. Instrumentalists extend their knowledge of music notation and theory, sound production, and personal and group rehearsal strategies. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source. |
| 8 | Comprehensive PE - 1508700 | This course is designed for 7th and 8th grade students and is intended to be 18 weeks in length. The purpose of this course is to build on previously acquired knowledge, skills, and values necessary for the implementation and maintenance of a physically active lifestyle. The course content provides exposure to a variety of movement opportunities and experiences which include, but is not limited to: Outdoor Pursuits/Aquatics, Individual/Dual Sports and Alternative/Extreme Sports. The integration of fitness concepts throughout the content is critical to student success in this course and in the development of a healthy and physically active lifestyle. |
| 8 | Individual/Dual Sports - 1508500 | This course is designed for 7th and 8th grade students and is intended to be 18 weeks in length. The purpose of this course is to build on previously acquired knowledge, skills, and values necessary for the implementation and maintenance of a physically active lifestyle. The course content provides exposure to a variety of movement opportunities and experiences which include, but is not limited to: Outdoor Pursuits/Aquatics, Individual/Dual Sports and Alternative/Extreme Sports. The integration of fitness concepts throughout the content is critical to student success in this course and in the development of a healthy and physically active lifestyle. |
| 8 | Information and Communications Technology (ICT) Essentials 3 - 9009130 | The purpose of this course is to provide students with the computer, digital, and information technology skills necessary for success in their future academic and occupational goals. In addition to fundamental computer information, the content includes but is not limited to digital technologies associated with web development, multimedia, word processing, spreadsheet, database, Internet communications, cybersecurity, and computer programming.  Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.  **Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document |
| 8 | Business Leadership Skills – 8200120 | The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Business, Management, and Administration career cluster.  The content includes but is not limited to accounting, administrative support, digital publishing, entrepreneurship, international business, management and software applications.  Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.  **Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.  **Standards**  After successfully completing this program, the student will be able to perform the following:  01.0       Demonstrate knowledge of information systems.  02.0       Apply communication skills.  03.0       Explore emerging workplace trends and issues.  04.0       Develop an awareness of business organizational structures.  05.0       Demonstrate business leadership skills.  06.0       Apply mathematical strategies to business applications.  07.0       Assess personal strengths as they relate to business career exploration.  08.0       Describe how information technology is used in the Business, Management and Administration career cluster.  09.0       Use information technology tools.  10.0       Identify components of network systems.  11.0       Describe and use communication features of information technology. |
| 8 | Computer Applications in Business 1 - 8200520 | The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Business, Management, and Administration career cluster.  The content includes but is not limited to instruction in intermediate keyboarding, intermediate word processing, intermediate electronic presentation, intermediate computer hardware, intermediate Internet, introductory spreadsheet, and soft skills for business applications.  These competencies provide the skills necessary to ensure increased productivity and efficient utilization of equipment.  Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.  **Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.  **Standards**  After successfully completing this program, the student will be able to perform the following:  01.0    Develop and apply keyboarding skills utilizing current technology.   02.0    Develop and apply word processing skills utilizing current technology.   03.0    Develop and apply electronic presentation skills utilizing current technology.   04.0    Identify and understand computer hardware.   05.0    Perform activities using the worldwide web.   06.0    Develop and utilize business-related soft skills.   07.0    Develop and apply spreadsheet skills.  08.0    Describe how information technology is used in the Business, Management and Administration career cluster.   09.0    Use information technology tools.  10.0    Identify components of network systems. 11.0    Describe and use communication features of information technology. |
| 8 | Learning Strategies 7th Grade – 7863090LS7 | The purpose of this course is to enable students with disabilities to acquire and generalize strategies and skills across academic and community settings to achieve annual goals based on assessed needs and the student’s individual educational plan (IEP). This course is designed for students with disabilities who need intensive individualized intervention in learning strategies. The course may address academic skill deficits enabling students to learn strategies to access the general curriculum and close educational gaps. A student may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to achievement of annual goals on the student’s IEP. Instruction in subsequent courses should be designed to build upon students’ previously mastered skills, not repeat previous course content.  Instructional activities involving practical applications of course requirements may occur in home, school, and community settings for the purpose of practice, generalization, and maintenance of skills and strategies. These applications may require that the student be trained in the use of related technology, tools, and equipment. This course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student’s IEP. |