

## Course: 7910112 Access English 3/4

<b>Course Number:</b>	7910112 (12 <sup>th</sup> Grade Standards)
<b>Course Title:</b>	Access English 3/4
<b>Course Abbreviated Title:</b>	Access English 3/4
<b>Course Path:</b>	<b>Course Path: Section:</b> Exceptional Student Education > <b>Grade Group:</b> Senior High and Adult > <b>Subject:</b> Academics - Subject Areas >
<b>Number of Credits:</b>	Multiple (more than 1 credit)
<b>Course Length</b>	Year (Y)
<b>Course Type</b>	Core
<b>Required Qualified Teacher:</b>	Yes
<b>Class Size:</b>	Yes

### Basic Information

<a href="#">LAFS.1112.L.1.1:</a>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol 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</i>, <i>Garner's Modern American Usage</i>) as needed.</li> </ol>		
	<p><b>Related Access Points</b></p> <table border="1"> <tr> <td style="vertical-align: top;"><a href="#">LAFS.1112.L.1.AP.1a:</a></td> <td>Apply conventions of usage in speaking and writing (e.g., who vs. that vs. which; ending a sentence with a preposition; who vs. whom), consulting reference material as needed.</td> </tr> </table>	<a href="#">LAFS.1112.L.1.AP.1a:</a>	Apply conventions of usage in speaking and writing (e.g., who vs. that vs. which; ending a sentence with a preposition; who vs. whom), consulting reference material as needed.
<a href="#">LAFS.1112.L.1.AP.1a:</a>	Apply conventions of usage in speaking and writing (e.g., who vs. that vs. which; ending a sentence with a preposition; who vs. whom), consulting reference material as needed.		
<a href="#">LAFS.1112.L.1.2:</a>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>a. Observe hyphenation conventions.</li> <li>b. Spell correctly.</li> </ol>		
	<p><b>Related Access Points</b></p>		

	<a href="#">LAFS.1112.L.1.AP.2a:</a>	Follow hyphenation conventions.				
	<a href="#">LAFS.1112.L.1.AP.2b:</a>	Spell correctly in writing.				
<a href="#">LAFS.1112.L.2.3:</a>	<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> <p>a. Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>					
	<p><b>Related Access Points</b></p> <table border="1"> <tr> <td data-bbox="487 745 812 808"><a href="#">LAFS.1112.L.2.AP.3a:</a></td> <td data-bbox="812 745 1356 808">Vary syntax within writing for effect.</td> </tr> <tr> <td data-bbox="487 808 812 892"><a href="#">LAFS.1112.L.2.AP.3b:</a></td> <td data-bbox="812 808 1356 892">Write and edit work to conform to guidelines in a style manual.</td> </tr> </table>		<a href="#">LAFS.1112.L.2.AP.3a:</a>	Vary syntax within writing for effect.	<a href="#">LAFS.1112.L.2.AP.3b:</a>	Write and edit work to conform to guidelines in a style manual.
<a href="#">LAFS.1112.L.2.AP.3a:</a>	Vary syntax within writing for effect.					
<a href="#">LAFS.1112.L.2.AP.3b:</a>	Write and edit work to conform to guidelines in a style manual.					
<a href="#">LAFS.1112.L.3.4:</a>	<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., conceive, conception, conceivable).</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>					
	<p><b>Related Access Points</b></p> <table border="1"> <tr> <td data-bbox="487 1680 812 1764"><a href="#">LAFS.1112.L.3.AP.4a:</a></td> <td data-bbox="812 1680 1356 1764">Verify the prediction of the meaning of a new word or phrase.</td> </tr> <tr> <td data-bbox="487 1764 812 1848"><a href="#">LAFS.1112.L.3.AP.4b:</a></td> <td data-bbox="812 1764 1356 1848">Consult reference materials to find the synonym for a word.</td> </tr> </table>		<a href="#">LAFS.1112.L.3.AP.4a:</a>	Verify the prediction of the meaning of a new word or phrase.	<a href="#">LAFS.1112.L.3.AP.4b:</a>	Consult reference materials to find the synonym for a word.
<a href="#">LAFS.1112.L.3.AP.4a:</a>	Verify the prediction of the meaning of a new word or phrase.					
<a href="#">LAFS.1112.L.3.AP.4b:</a>	Consult reference materials to find the synonym for a word.					

	<p><a href="#">LAFS.1112.L.3.AP.4c:</a> Consult reference materials to find the precise meaning of a word.</p> <p><a href="#">LAFS.1112.L.3.AP.4d:</a> Consult reference materials to find the part of speech for a word.</p> <p><a href="#">LAFS.1112.L.3.AP.4e:</a> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position in a sentence) as a clue to the meaning of a word or phrase.</p>
<a href="#">LAFS.1112.L.3.5:</a>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>
	<p><b>Related Access Points</b></p> <p><a href="#">LAFS.1112.L.3.AP.5a:</a> Interpret how literary devices advance the plot and affect the tone or pacing of a work.</p> <p><a href="#">LAFS.1112.L.3.AP.5b:</a> Identify the denotation for a known word.</p> <p><a href="#">LAFS.1112.L.3.AP.5c:</a> Explain differences or changes in the meaning of words with similar denotations.</p> <p><a href="#">LAFS.1112.L.3.AP.5d:</a> Identify hyperbole in a text.</p> <p><a href="#">LAFS.1112.L.3.AP.5e:</a> Interpret figures of speech in context.</p>
<a href="#">LAFS.1112.L.3.6:</a>	<p>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.</p>
	<p><b>Related Access Points</b></p> <p><a href="#">LAFS.1112.L.3.AP.6a:</a> Use grade-appropriate general academic and domain-specific words and phrases accurately within writing.</p> <p><a href="#">LAFS.1112.L.3.AP.6b:</a> Use newly acquired domain-specific words and phrases accurately.</p>

<a href="#">LAFS.1112.RI.1.1:</a>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.								
	<p><b>Related Access Points</b></p> <table border="1"> <tr> <td data-bbox="487 420 812 577"><a href="#">LAFS.1112.RI.1.AP.1a:</a></td> <td data-bbox="812 420 1356 577">Use two or more pieces of evidence to support inferences, conclusions or summaries of text or an adapted grade-appropriate text.</td> </tr> <tr> <td data-bbox="487 577 812 745"><a href="#">LAFS.1112.RI.1.AP.1b:</a></td> <td data-bbox="812 577 1356 745">Determine which piece(s) of evidence provide the strongest support for inferences, conclusions or summaries in a text.</td> </tr> </table>	<a href="#">LAFS.1112.RI.1.AP.1a:</a>	Use two or more pieces of evidence to support inferences, conclusions or summaries of text or an adapted grade-appropriate text.	<a href="#">LAFS.1112.RI.1.AP.1b:</a>	Determine which piece(s) of evidence provide the strongest support for inferences, conclusions or summaries in a text.				
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<a href="#">LAFS.1112.RI.1.AP.1b:</a>	Determine which piece(s) of evidence provide the strongest support for inferences, conclusions or summaries in a text.								
<a href="#">LAFS.1112.RI.1.2:</a>	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.								
	<p><b>Related Access Points</b></p> <table border="1"> <tr> <td data-bbox="487 976 812 1060"><a href="#">LAFS.1112.RI.1.AP.2a:</a></td> <td data-bbox="812 976 1356 1060">Determine two or more central ideas of a text.</td> </tr> <tr> <td data-bbox="487 1060 812 1144"><a href="#">LAFS.1112.RI.1.AP.2b:</a></td> <td data-bbox="812 1060 1356 1144">Determine how the central ideas develop.</td> </tr> <tr> <td data-bbox="487 1144 812 1302"><a href="#">LAFS.1112.RI.1.AP.2c:</a></td> <td data-bbox="812 1144 1356 1302">Determine how key details support the development of the central idea of a text or an adapted grade-appropriate text.</td> </tr> <tr> <td data-bbox="487 1302 812 1396"><a href="#">LAFS.1112.RI.1.AP.2d:</a></td> <td data-bbox="812 1302 1356 1396">Provide/create an objective summary of a text.</td> </tr> </table>	<a href="#">LAFS.1112.RI.1.AP.2a:</a>	Determine two or more central ideas of a text.	<a href="#">LAFS.1112.RI.1.AP.2b:</a>	Determine how the central ideas develop.	<a href="#">LAFS.1112.RI.1.AP.2c:</a>	Determine how key details support the development of the central idea of a text or an adapted grade-appropriate text.	<a href="#">LAFS.1112.RI.1.AP.2d:</a>	Provide/create an objective summary of a text.
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<a href="#">LAFS.1112.RI.1.AP.2d:</a>	Provide/create an objective summary of a text.								
<a href="#">LAFS.1112.RI.1.3:</a>	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.								
	<p><b>Related Access Points</b></p> <table border="1"> <tr> <td data-bbox="487 1596 812 1711"><a href="#">LAFS.1112.RI.1.AP.3a:</a></td> <td data-bbox="812 1596 1356 1711">Analyze key points throughout a text to determine the organizational pattern or text structure.</td> </tr> <tr> <td data-bbox="487 1711 812 1843"><a href="#">LAFS.1112.RI.1.AP.3b:</a></td> <td data-bbox="812 1711 1356 1843">Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas or events</td> </tr> </table>	<a href="#">LAFS.1112.RI.1.AP.3a:</a>	Analyze key points throughout a text to determine the organizational pattern or text structure.	<a href="#">LAFS.1112.RI.1.AP.3b:</a>	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas or events				
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<a href="#">LAFS.1112.RI.1.AP.3b:</a>	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.
<a href="#">LAFS.1112.RI.2.4:</a>	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 faction in Federalist No. 10).	
	<b>Related Access Points</b>	
	<a href="#">LAFS.1112.RI.2.AP.4a:</a>	Determine the meaning of words and phrases as they are used in a text, including figurative (i.e., metaphors, similes and idioms) and connotative meanings.
<a href="#">LAFS.1112.RI.2.5:</a>	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.	
	<b>Related Access Points</b>	
	<a href="#">LAFS.1112.RI.2.AP.5a:</a>	Analyze the structure an author uses in his or her exposition or argument.
	<a href="#">LAFS.1112.RI.2.AP.5b:</a>	Evaluate the effectiveness of the structure an author uses in his or her exposition or argument, to determine whether the structure makes points clear and convincing.
<a href="#">LAFS.1112.RI.2.6:</a>	Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	
	<b>Related Access Points</b>	
	<a href="#">LAFS.1112.RI.2.AP.6a:</a>	Determine the author’s point of view or purpose in a text.
	<a href="#">LAFS.1112.RI.2.AP.6b:</a>	Determine what arguments the author makes.
	<a href="#">LAFS.1112.RI.2.AP.6c:</a>	Determine/identify the specific language/words that the author uses that contribute to the power, persuasiveness or beauty of the text.

<a href="#">LAFS.1112.RI.3.7:</a>	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.										
	<p><b>Related Access Points</b></p> <table border="1"> <tr> <td data-bbox="488 390 818 625"><a href="#">LAFS.1112.RI.3.AP.7a:</a></td> <td data-bbox="818 390 1352 625">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.</td> </tr> </table>	<a href="#">LAFS.1112.RI.3.AP.7a:</a>	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.								
<a href="#">LAFS.1112.RI.3.AP.7a:</a>	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.										
<a href="#">LAFS.1112.RI.3.8:</a>	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., The Federalist, presidential addresses).										
	<p><b>Related Access Points</b></p> <table border="1"> <tr> <td data-bbox="488 900 818 980"><a href="#">LAFS.1112.RI.3.AP.8a:</a></td> <td data-bbox="818 900 1352 980">Identify claims made by the author as being fact or opinion.</td> </tr> <tr> <td data-bbox="488 980 818 1060"><a href="#">LAFS.1112.RI.3.AP.8b:</a></td> <td data-bbox="818 980 1352 1060">Distinguish reliable sources from non-reliable.</td> </tr> <tr> <td data-bbox="488 1060 818 1140"><a href="#">LAFS.1112.RI.3.AP.8c:</a></td> <td data-bbox="818 1060 1352 1140">Evaluate the premises, purposes and argument that the author makes.</td> </tr> <tr> <td data-bbox="488 1140 818 1220"><a href="#">LAFS.1112.RI.3.AP.8d:</a></td> <td data-bbox="818 1140 1352 1220">Delineate the premises, purposes, argument and specific claims in two or more texts on related topics.</td> </tr> <tr> <td data-bbox="488 1220 818 1394"><a href="#">LAFS.1112.RI.3.AP.8e:</a></td> <td data-bbox="818 1220 1352 1394">Assess the validity of the premises, purposes and arguments across texts on related topics.</td> </tr> </table>	<a href="#">LAFS.1112.RI.3.AP.8a:</a>	Identify claims made by the author as being fact or opinion.	<a href="#">LAFS.1112.RI.3.AP.8b:</a>	Distinguish reliable sources from non-reliable.	<a href="#">LAFS.1112.RI.3.AP.8c:</a>	Evaluate the premises, purposes and argument that the author makes.	<a href="#">LAFS.1112.RI.3.AP.8d:</a>	Delineate the premises, purposes, argument and specific claims in two or more texts on related topics.	<a href="#">LAFS.1112.RI.3.AP.8e:</a>	Assess the validity of the premises, purposes and arguments across texts on related topics.
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<a href="#">LAFS.1112.RI.3.AP.8e:</a>	Assess the validity of the premises, purposes and arguments across texts on related topics.										
<a href="#">LAFS.1112.RI.3.9:</a>	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.										
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		Freedoms speech, King's "Letter from Birmingham Jail").
	<a href="#">LAFS.1112.RI.3.AP.9b:</a>	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").
<a href="#">LAFS.1112.RI.4.10:</a>	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.	
	<b>Related Access Points</b>	
	<a href="#">LAFS.1112.RI.4.AP.10a:</a>	Read or listen to a variety of texts, including biographies, essays, speeches, journals and news articles.
	<a href="#">LAFS.1112.RI.4.AP.10b:</a>	Independently read challenging, grade-appropriate texts.
	<a href="#">LAFS.1112.RI.4.AP.10c:</a>	Use a variety of strategies to derive meaning from a variety of print/non-print texts.
<a href="#">LAFS.1112.RL.1.1:</a>	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.	
	<b>Related Access Points</b>	
	<a href="#">LAFS.1112.RL.1.AP.1a:</a>	Use two or more pieces of evidence to support inferences, conclusions or summaries of the plot, purpose or theme within a text.
	<a href="#">LAFS.1112.RL.1.AP.1b:</a>	Determine which piece(s) of evidence provide the strongest support for inferences, conclusions or summaries or text.
	<a href="#">LAFS.1112.RL.1.AP.1c:</a>	Use evidence to support conclusions about ideas not explicitly stated in the text.
<a href="#">LAFS.1112.RL.1.2:</a>	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.	

<a href="#">LAFS.1112.RL.1.3:</a>	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).				
	<p><b>Related Access Points</b></p> <table border="1"> <tr> <td data-bbox="492 422 824 581"><a href="#">LAFS.1112.RL.1.AP.3a:</a></td> <td data-bbox="824 422 1352 581">Analyze the author’s choices about what is developed and included in the text and what is not developed and included related to story elements.</td> </tr> <tr> <td data-bbox="492 581 824 783"><a href="#">LAFS.1112.RL.1.AP.3b:</a></td> <td data-bbox="824 581 1352 783">Analyze the author’s choices about how to relate elements of the story (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</td> </tr> </table>	<a href="#">LAFS.1112.RL.1.AP.3a:</a>	Analyze the author’s choices about what is developed and included in the text and what is not developed and included related to story elements.	<a href="#">LAFS.1112.RL.1.AP.3b:</a>	Analyze the author’s choices about how to relate elements of the story (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
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<a href="#">LAFS.1112.RL.1.AP.3b:</a>	Analyze the author’s choices about how to relate elements of the story (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).				
<a href="#">LAFS.1112.RL.2.4:</a>	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.)				
	<p><b>Related Access Points</b></p> <table border="1"> <tr> <td data-bbox="492 1087 824 1287"><a href="#">LAFS.1112.RL.2.AP.4a:</a></td> <td data-bbox="824 1087 1352 1287">Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes and idioms) and connotative meanings.</td> </tr> </table>	<a href="#">LAFS.1112.RL.2.AP.4a:</a>	Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes and idioms) and connotative meanings.		
<a href="#">LAFS.1112.RL.2.AP.4a:</a>	Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes and idioms) and connotative meanings.				
<a href="#">LAFS.1112.RL.2.5:</a>	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.				
	<p><b>Related Access Points</b></p> <table border="1"> <tr> <td data-bbox="492 1560 824 1837"><a href="#">LAFS.1112.RL.2.AP.5a:</a></td> <td data-bbox="824 1560 1352 1837">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.</td> </tr> </table>	<a href="#">LAFS.1112.RL.2.AP.5a:</a>	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.		
<a href="#">LAFS.1112.RL.2.AP.5a:</a>	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.				

<a href="#">LAFS.1112.RL.2.6:</a>	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).				
	<p><b>Related Access Points</b></p> <table border="1"> <tr> <td data-bbox="505 390 824 436"><a href="#">LAFS.1112.RL.2.AP.6a:</a></td> <td data-bbox="833 390 1325 436">Define satire, sarcasm and irony.</td> </tr> <tr> <td data-bbox="505 447 824 493"><a href="#">LAFS.1112.RL.2.AP.6b:</a></td> <td data-bbox="833 447 1325 493">Differentiate what is directly stated in a text from what is meant.</td> </tr> </table>	<a href="#">LAFS.1112.RL.2.AP.6a:</a>	Define satire, sarcasm and irony.	<a href="#">LAFS.1112.RL.2.AP.6b:</a>	Differentiate what is directly stated in a text from what is meant.
<a href="#">LAFS.1112.RL.2.AP.6a:</a>	Define satire, sarcasm and irony.				
<a href="#">LAFS.1112.RL.2.AP.6b:</a>	Differentiate what is directly stated in a text from what is meant.				
<a href="#">LAFS.1112.RL.3.7:</a>	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.)				
	<p><b>Related Access Points</b></p> <table border="1"> <tr> <td data-bbox="505 800 824 982"><a href="#">LAFS.1112.RL.3.AP.7a:</a></td> <td data-bbox="833 800 1325 982">Analyze multiple interpretations of a story, drama or poem (e.g., recorded or live productions of a play or recorded novel or poetry), evaluating how each version interprets the source text.</td> </tr> </table>	<a href="#">LAFS.1112.RL.3.AP.7a:</a>	Analyze multiple interpretations of a story, drama or poem (e.g., recorded or live productions of a play or recorded novel or poetry), evaluating how each version interprets the source text.		
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<a href="#">LAFS.1112.RL.3.9:</a>	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><b>Related Access Points</b></p> <table border="1"> <tr> <td data-bbox="505 1236 824 1493"><a href="#">LAFS.1112.RL.3.AP.9a:</a></td> <td data-bbox="833 1236 1325 1493">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 (historical reflection, social, morals).</td> </tr> </table>	<a href="#">LAFS.1112.RL.3.AP.9a:</a>	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 (historical reflection, social, morals).		
<a href="#">LAFS.1112.RL.3.AP.9a:</a>	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 (historical reflection, social, morals).				
<a href="#">LAFS.1112.RL.4.10:</a>	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.				
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		or plays, poetry, novels, fiction and nonfiction.
	<a href="#">LAFS.1112.RL.4.AP.10b:</a>	Independently read or listen to texts or grade-appropriate adapted texts.
	<a href="#">LAFS.1112.RL.4.AP.10c:</a>	Use a variety of strategies to derive meaning from a variety of texts.
<a href="#">LAFS.1112.SL.1.1:</a>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <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 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 a 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>	
	<b>Related Access Points</b>	
	<a href="#">LAFS.1112.SL.1.AP.1a:</a>	Consider a full range of ideas or positions on a given topic or text when presented in a discussion.
	<a href="#">LAFS.1112.SL.1.AP.1b:</a>	Clarify, verify or challenge ideas and conclusions within a discussion on a given topic or text.
	<a href="#">LAFS.1112.SL.1.AP.1c:</a>	Summarize points of agreement and disagreement within a discussion on a given topic or text.
	<a href="#">LAFS.1112.SL.1.AP.1d:</a>	Use evidence and reasoning presented in discussion on topic or text to make

		new connections with own view or understanding.
	<a href="#">LAFS.1112.SL.1.AP.1e:</a>	Work with peers to promote democratic discussions.
	<a href="#">LAFS.1112.SL.1.AP.1f:</a>	Actively seek the ideas or opinions of others in a discussion on a given topic or text.
	<a href="#">LAFS.1112.SL.1.AP.1g:</a>	Engage appropriately in discussion with others who have a diverse or divergent perspectives.
<a href="#">LAFS.1112.SL.1.2:</a>	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.	
	<b>Related Access Points</b>	
	<a href="#">LAFS.1112.SL.1.AP.2a:</a>	Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.
<a href="#">LAFS.1112.SL.1.3:</a>	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.	
	<b>Related Access Points</b>	
	<a href="#">LAFS.1112.SL.1.AP.3a:</a>	Determine the speaker’s point of view or purpose in a text.
	<a href="#">LAFS.1112.SL.1.AP.3b:</a>	Determine what arguments the speaker makes.
	<a href="#">LAFS.1112.SL.1.AP.3c:</a>	Evaluate the evidence used to make the speaker’s argument.
	<a href="#">LAFS.1112.SL.1.AP.3d:</a>	Evaluate a speaker’s point of view, reasoning, use of evidence and rhetoric for ideas, relationship between claims, reasoning, evidence and word choice.
<a href="#">LAFS.1112.SL.2.4:</a>	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.		
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<a href="#">LAFS.1112.SL.2.5:</a>	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.		
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<a href="#">LAFS.1112.SL.2.6:</a>	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.		
	<p><b>Related Access Points</b></p> <table border="1"> <tr> <td><a href="#">LAFS.1112.SL.2.AP.6a:</a></td> <td>Recognize situations when the use of formal English is necessary (e.g., making a presentation vs. talking with friends).</td> </tr> </table>	<a href="#">LAFS.1112.SL.2.AP.6a:</a>	Recognize situations when the use of formal English is necessary (e.g., making a presentation vs. talking with friends).
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<a href="#">LAFS.1112.W.1.1:</a>	<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,</li> </ol>		

	<p>between reasons and evidence, and between claim(s) and counterclaims.</p> <p>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.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>																				
	<p><b>Related Access Points</b></p> <table border="1"> <tr> <td data-bbox="492 569 816 653"><a href="#">LAFS.1112.W.1.AP.1a:</a></td> <td data-bbox="816 569 1352 653">Introduce claim(s) for an argument that reflects knowledge of the topic.</td> </tr> <tr> <td data-bbox="492 653 816 737"><a href="#">LAFS.1112.W.1.AP.1b:</a></td> <td data-bbox="816 653 1352 737">Use context or related text to establish the significance of the claim(s).</td> </tr> <tr> <td data-bbox="492 737 816 821"><a href="#">LAFS.1112.W.1.AP.1c:</a></td> <td data-bbox="816 737 1352 821">Identify claim(s) from alternate or opposing claims(s) in writing.</td> </tr> <tr> <td data-bbox="492 821 816 1087"><a href="#">LAFS.1112.W.1.AP.1d:</a></td> <td data-bbox="816 821 1352 1087">Create a writing organizational structure (e.g., introduce claims, distinguish supporting and opposing claims and relevant evidence for each, provide conclusion) logically sequencing claim(s), counterclaims, reason and evidence.</td> </tr> <tr> <td data-bbox="492 1087 816 1209"><a href="#">LAFS.1112.W.1.AP.1e:</a></td> <td data-bbox="816 1087 1352 1209">Select the most relevant evidence for claim(s) and counterclaim(s) for use in writing.</td> </tr> <tr> <td data-bbox="492 1209 816 1293"><a href="#">LAFS.1112.W.1.AP.1f:</a></td> <td data-bbox="816 1209 1352 1293">Develop clear claim(s) with the most relevant evidence for a topic or text.</td> </tr> <tr> <td data-bbox="492 1293 816 1377"><a href="#">LAFS.1112.W.1.AP.1g:</a></td> <td data-bbox="816 1293 1352 1377">Use words, phrases and clauses to create cohesion within writing.</td> </tr> <tr> <td data-bbox="492 1377 816 1499"><a href="#">LAFS.1112.W.1.AP.1h:</a></td> <td data-bbox="816 1377 1352 1499">Use words, phrases and clauses to clarify the relationship among claims, counterclaims, reasons and evidence.</td> </tr> <tr> <td data-bbox="492 1499 816 1692"><a href="#">LAFS.1112.W.1.AP.1i:</a></td> <td data-bbox="816 1499 1352 1692">Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, voice should be active versus passive).</td> </tr> <tr> <td data-bbox="492 1692 816 1822"><a href="#">LAFS.1112.W.1.AP.1j:</a></td> <td data-bbox="816 1692 1352 1822">Provide a concluding statement or section that supports the argument presented by stating the significance of</td> </tr> </table>	<a href="#">LAFS.1112.W.1.AP.1a:</a>	Introduce claim(s) for an argument that reflects knowledge of the topic.	<a href="#">LAFS.1112.W.1.AP.1b:</a>	Use context or related text to establish the significance of the claim(s).	<a href="#">LAFS.1112.W.1.AP.1c:</a>	Identify claim(s) from alternate or opposing claims(s) in writing.	<a href="#">LAFS.1112.W.1.AP.1d:</a>	Create a writing organizational structure (e.g., introduce claims, distinguish supporting and opposing claims and relevant evidence for each, provide conclusion) logically sequencing claim(s), counterclaims, reason and evidence.	<a href="#">LAFS.1112.W.1.AP.1e:</a>	Select the most relevant evidence for claim(s) and counterclaim(s) for use in writing.	<a href="#">LAFS.1112.W.1.AP.1f:</a>	Develop clear claim(s) with the most relevant evidence for a topic or text.	<a href="#">LAFS.1112.W.1.AP.1g:</a>	Use words, phrases and clauses to create cohesion within writing.	<a href="#">LAFS.1112.W.1.AP.1h:</a>	Use words, phrases and clauses to clarify the relationship among claims, counterclaims, reasons and evidence.	<a href="#">LAFS.1112.W.1.AP.1i:</a>	Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, voice should be active versus passive).	<a href="#">LAFS.1112.W.1.AP.1j:</a>	Provide a concluding statement or section that supports the argument presented by stating the significance of
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<a href="#">LAFS.1112.W.1.2:</a>	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> <li>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> <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> </ol>						
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		relevant to the focus and appropriate for the audience.
	<a href="#">LAFS.1112.W.1.AP.2d:</a>	Use transitional words, phrases and clauses that connect ideas and create cohesion within writing.
	<a href="#">LAFS.1112.W.1.AP.2e:</a>	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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	<a href="#">LAFS.1112.W.1.AP.2g:</a>	Provide a concluding statement or section that follows from and supports the information or explanation presented.
	<a href="#">LAFS.1112.W.1.AP.2h:</a>	Report on a topic using a logical sequence of ideas, appropriate facts and relevant, descriptive details that support the main ideas.
<a href="#">LAFS.1112.W.1.3:</a>	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol 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> </ol>	

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<a href="#">LAFS.1112.W.2.4:</a>	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.)																
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	<a href="#">LAFS.1112.W.2.AP.4a:</a>	Produce a clear, coherent, permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform) or audience (e.g., reader).
	<a href="#">LAFS.1112.W.2.AP.4b:</a>	Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to entertain) or audience.
	<a href="#">LAFS.1112.W.2.AP.4c:</a>	Produce a clear coherent permanent product that is appropriate to the specific task, purpose (e.g., to argue or support claims) or audience.
<a href="#">LAFS.1112.W.2.5:</a>	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.	
	<b>Related Access Points</b>	
	<a href="#">LAFS.1112.W.2.AP.5a:</a>	Develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion) focused on a specific purpose and audience.
	<a href="#">LAFS.1112.W.2.AP.5b:</a>	Develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story).
	<a href="#">LAFS.1112.W.2.AP.5c:</a>	Develop a plan for writing (e.g., choose a topic, introduce argument topic, develop a claim, develop a counter claim, conclude argument).
	<a href="#">LAFS.1112.W.2.AP.5d:</a>	Strengthen writing by revising and editing.
	<a href="#">LAFS.1112.W.2.AP.5e:</a>	Strengthen writing by revising and editing (e.g., review product, strengthening story).
<a href="#">LAFS.1112.W.2.6:</a>	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.	
	<b>Related Access Points</b>	
	<a href="#">LAFS.1112.W.2.AP.6a:</a>	Use technology to produce and publish writing (e.g., use the Internet to gather

		information, word processing to generate and collaborate on writing).
<a href="#">LAFS.1112.W.3.7:</a>	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.	
	<b>Related Access Points</b>	
	<a href="#">LAFS.1112.W.3.AP.7a:</a>	Follow steps to complete a short or sustained research project to build knowledge on a topic or text, answer a question and/or solve a problem (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).
<a href="#">LAFS.1112.W.3.8:</a>	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.	
	<b>Related Access Points</b>	
	<a href="#">LAFS.1112.W.3.AP.8a:</a>	Gather (e.g., highlight, quote or paraphrase from source) relevant information about the topic or text from authoritative print and/or digital sources.
	<a href="#">LAFS.1112.W.3.AP.8b:</a>	Gather relevant information about the topic or text and stated claim from authoritative print and/or digital sources.
	<a href="#">LAFS.1112.W.3.AP.8c:</a>	Integrate information presented by others that is determined to be the most appropriate for the task, purpose and audience into the writing product while avoiding plagiarism.
	<a href="#">LAFS.1112.W.3.AP.8d:</a>	Use a standard format to write citations.

	<a href="#">LAFS.1112.W.3.AP.8e:</a>	Avoid plagiarism when integrating multiple sources into a written text or when discussing/referring to text.
<a href="#">LAFS.1112.W.3.9:</a>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</li> <li>b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</li> </ol>	
	<b>Related Access Points</b>	
	<a href="#">LAFS.1112.W.3.AP.9a:</a>	Provide evidence from literary or information texts to support analysis, reflection and research.
	<a href="#">LAFS.1112.W.3.AP.9b:</a>	Evaluate an argument within a seminal text or adapted text to determine if reasoning is valid; reasoning is accurate; evidence is relevant; and evidence is sufficient.
	<a href="#">LAFS.1112.W.3.AP.9c:</a>	Refine writing to assure accuracy/authenticity (e.g., historical, geographical, technical).
<a href="#">LAFS.1112.W.4.10:</a>	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>Related Access Points</b>	
	<a href="#">LAFS.1112.W.4.AP.10a:</a>	Write routinely over shorter time frames (e.g., journal entry, letter, graphic organizer) for a range of discipline-specific tasks, purposes and audiences.

	<p><a href="#">LAFS.1112.W.4.AP.10b:</a> Write routinely in a genre over extended time frames (planning, drafting, editing, revising, publishing) for a range of discipline-specific tasks, purposes and audiences.</p>						
<p><a href="#">HE.912.B.4.3:</a></p>	<p>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p><b>Remarks/Examples:</b> Effective verbal and nonverbal communication, compromise, and conflict-resolution.</p>						
	<p><b>Related Access Points</b></p> <table border="1"> <tr> <td data-bbox="492 720 732 919"> <p><a href="#">HE.912.B.4.In.c:</a></p> </td> <td data-bbox="732 720 1351 919"> <p>Use basic strategies to prevent or resolve interpersonal conflicts without harming self or others, such as using effective verbal and nonverbal communication, compromising, and using conflict-resolution skills.</p> </td> </tr> <tr> <td data-bbox="492 919 732 1119"> <p><a href="#">HE.912.B.4.Su.c:</a></p> </td> <td data-bbox="732 919 1351 1119"> <p>Use a basic strategy to prevent or resolve interpersonal conflicts without harming self or others, such as using effective verbal and nonverbal communication, compromising, or using conflict-resolution skills.</p> </td> </tr> <tr> <td data-bbox="492 1119 732 1350"> <p><a href="#">HE.912.B.4.Pa.c:</a></p> </td> <td data-bbox="732 1119 1351 1350"> <p>Use a refusal, a negotiation, or a collaboration skill to avoid or reduce personal health risks or resolve conflicts, such as stating desires clearly, offering alternatives, using “I” messages, expressing emotions, or making direct statements.</p> </td> </tr> </table>	<p><a href="#">HE.912.B.4.In.c:</a></p>	<p>Use basic strategies to prevent or resolve interpersonal conflicts without harming self or others, such as using effective verbal and nonverbal communication, compromising, and using conflict-resolution skills.</p>	<p><a href="#">HE.912.B.4.Su.c:</a></p>	<p>Use a basic strategy to prevent or resolve interpersonal conflicts without harming self or others, such as using effective verbal and nonverbal communication, compromising, or using conflict-resolution skills.</p>	<p><a href="#">HE.912.B.4.Pa.c:</a></p>	<p>Use a refusal, a negotiation, or a collaboration skill to avoid or reduce personal health risks or resolve conflicts, such as stating desires clearly, offering alternatives, using “I” messages, expressing emotions, or making direct statements.</p>
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<p><a href="#">HE.912.B.4.4:</a></p>	<p>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.</p> <p><b>Remarks/Examples:</b> Verbal and written communication, active listening, and how to seek help for a friend.</p>						
	<p><b>Related Access Points</b></p> <table border="1"> <tr> <td data-bbox="492 1675 732 1879"> <p><a href="#">HE.912.B.4.In.d:</a></p> </td> <td data-bbox="732 1675 1351 1879"> <p>Explain the effectiveness of various ways of asking for and offering assistance to enhance the health of self and others, such as verbalizing, writing, listening actively, and seeking help for a friend.</p> </td> </tr> </table>	<p><a href="#">HE.912.B.4.In.d:</a></p>	<p>Explain the effectiveness of various ways of asking for and offering assistance to enhance the health of self and others, such as verbalizing, writing, listening actively, and seeking help for a friend.</p>				
<p><a href="#">HE.912.B.4.In.d:</a></p>	<p>Explain the effectiveness of various ways of asking for and offering assistance to enhance the health of self and others, such as verbalizing, writing, listening actively, and seeking help for a friend.</p>						

	<p><a href="#">HE.912.B.4.Su.d:</a> Describe effective ways to ask for and offer assistance to enhance the health of self and others, such as verbalizing, writing, listening actively, and seeking help for a friend.</p> <p><a href="#">HE.912.B.4.Pa.d:</a> Identify an effective way to ask for and offer assistance to enhance the health of self and others, such as verbalizing, listening actively, and seeking help for a friend.</p>
<a href="#">SS.912.C.2.8:</a>	<p>Analyze the impact of citizen participation as a means of achieving political and social change.</p> <p><b>Remarks/Examples:</b> Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.</p>
	<p><b>Related Access Points</b></p> <p><a href="#">SS.912.C.2.Su.h:</a> Recognize examples of citizen participation, such as demonstrations, protests, and letters to the editor, to achieve change.</p> <p><a href="#">SS.912.C.2.Pa.h:</a> Recognize a demonstration or protest to achieve change.</p>
<a href="#">SS.912.C.3.13:</a>	<p>Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.</p> <p><b>Remarks/Examples:</b> Examples are education, transportation, crime prevention, funding of services.</p>
	<p><b>Related Access Points</b></p> <p><a href="#">SS.912.C.3.In.m:</a> Identify the effects of government on the daily lives of citizens at the local, state, and national level.</p> <p><a href="#">SS.912.C.3.Su.m:</a> Recognize an effect of government on the daily lives of citizens at the local, state, and national level.</p> <p><a href="#">SS.912.C.3.Pa.m:</a> Recognize an effect of government on the daily lives of citizens.</p>
<a href="#">ELD.K12.ELL.LA.1:</a>	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>

[ELD.K12.ELL.SI.1:](#)

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

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