Course: 7910111 Access English I/II

Course Number:	7910111 (9th Grade Standards)
Course Title:	Access English I/II
Course Abbreviated Title:	Access English I/II
Course Path	**Section:** Exceptional Student Education > **Grade Group:** Senior High and Adult > **Subject:** Academics - Subject Areas >
Number of Credits:	Multiple Credit (more than 1 credit)
Course Length:	Year (Y)
Course Type:	Core
Requires Qualified Teacher?	Yes
Class Size?	Yes

BASIC INFORMATION

	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. 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.
LAFS.910.L.1.1:	
	Related Access Points
	LAFS.910.L.1.AP.1a: Use parallel structure (e.g., when using gerunds [-ing], infinitives, or

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		voice [active or passive]) within writing or speaking).
	LAFS.910.L.1.AP.1b:	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey meaning and add interest to writing.
LAFS.910.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.	
	Related Access Points	
	LAFS.910.L.1.AP.2a:	Use a semicolon (i.e., to link two or more related independent clauses) appropriately in writing.
	LAFS.910.L.1.AP.2b:	Use a colon (i.e., to introduce a list or quotation) appropriately in writing.
	LAFS.910.L.1.AP.2c:	Spell correctly in writing.
LAFS.910.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook, Turabian's Manual for Writers*) appropriate for the discipline and writing type.	
	Related Access Points	

	LAFS.910.L.2.AP.3a:	Write and edit work to conform to guidelines in a style manual.
LAFS.910.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies. 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. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*). 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. 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).	

Related Access Points

LAFS.910.L.3.AP.4a:	Verify the prediction of the meaning of a new word or phrase.
LAFS.910.L.3.AP.4b:	Find the synonym for a word.
LAFS.910.L.3.AP.4c:	Find the precise meaning of a word.
LAFS.910.L.3.AP.4d:	Find the part of speech for a word.
LAFS.910.L.3.AP.4e:	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.

LAFS.910.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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	a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.
	Related Access Points |	
LAFS.910.L.3.AP.5a:	Interpret how literary devices advance the plot or affect the tone or pacing of a work.
LAFS.910.L.3.AP.5b:	Identify the denotation for a known word.
LAFS.910.L.3.AP.5c:	Explain differences or changes in the meaning of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
LAFS.910.L.3.AP.5d:	Identify an oxymoron in a text.
LAFS.910.L.3.AP.5e:	Interpret figures of speech in context.	
LAFS.910.L.3.6:	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.
	Related Access Points |	
LAFS.910.L.3.AP.6a:	Use grade-appropriate general academic and domain-specific words and phrases accurately within writing.
LAFS.910.L.3.AP.6b:	Use newly acquired domain-specific words and phrases accurately.	
LAFS.910.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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	Related Access Points	
	LAFS.910.RI.1.AP.1a:	Use two or more pieces of evidence to support inferences, conclusions or summaries.
	LAFS.910.RI.1.AP.1b:	Determine which piece(s) of evidence provide the strongest support for inferences, conclusions or summaries in a text.
LAFS.910.RI.1.2:	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.	
	Related Access Points	
	LAFS.910.RI.1.AP.2a:	Determine the central idea of a text.
	LAFS.910.RI.1.AP.2b:	Determine how the central idea develops.
	LAFS.910.RI.1.AP.2c:	Determine how key details support the development of the central idea of a text or an adapted grade-appropriate text.
	LAFS.910.RI.1.AP.2d:	Provide/create an objective summary of a text or an adapted grade-appropriate text.
LAFS.910.RI.1.3:	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.	
	Related Access Points	
	LAFS.910.RI.1.AP.3a:	Analyze key points throughout a text to determine the organizational pattern or text structure.
	LAFS.910.RI.1.AP.3b:	Identify connections between key points.
LAFS.910.RI.2.4:	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).

Related Access Points

LAFS.910.RI.2.AP.4a:	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.
LAFS.910.RI.2.AP.4b:	Analyze the use of figurative, connotative or technical terms on the meaning or tone of text.

LAFS.910.RI.2.5:	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).

Related Access Points

LAFS.910.RI.2.AP.5a:	Analyze in detail how an author's ideas or claims are developed.
LAFS.910.RI.2.AP.5b:	Identify key sentences or paragraphs that support claims.

LAFS.910.RI.2.6:	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.

Related Access Points

LAFS.910.RI.2.AP.6a:	Determine the author's point of view or purpose in a text.
LAFS.910.RI.2.AP.6b:	Determine/identify the specific language/words that the author uses to advance the point of view or purpose.
LAFS.910.RI.2.AP.6c:	Develop and explain ideas for why authors made specific word choices within text.

LAFS.910.RI.3.7:	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.
	Related Access Points
		LAFS.910.RI.3.AP.7a:	Compare and contrast various accounts of a subject in two or more mediums.	
LAFS.910.RI.3.8:	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.
	Related Access Points
		LAFS.910.RI.3.AP.8a:	Identify claims and arguments made by the author.	
		LAFS.910.RI.3.AP.8b:	Delineate/trace the author's argument and specific claims.	
		LAFS.910.RI.3.AP.8c:	Evaluate the argument/claims that the author makes to determine if the statements are true or false.	
		LAFS.910.RI.3.AP.8d:	Delineate the argument and specific claims in two or more texts or adapted grade-appropriate texts on related topics.	
		LAFS.910.RI.3.AP.8e:	Assess the validity of the arguments across texts on related topics.	
LAFS.910.RI.3.9:	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.
	Related Access Points

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	LAFS.910.RI.3.AP.9a:	Identify central ideas and concepts in 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").
	LAFS.910.RI.3.AP.9b:	Analyze how 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") address similar central ideas.

LAFS.910.RI.4.10:	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.

Related Access Points

	LAFS.910.RI.4.AP.10a:	Read or listen to a variety of texts, including biographies, essays, speeches, journals and news articles.
	LAFS.910.RI.4.AP.10b:	Read or listen to challenging grade-appropriate texts.
	LAFS.910.RI.4.AP.10c:	Use a variety of strategies to derive meaning from a variety print/non-print texts.

LAFS.910.RL.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Related Access Points

	LAFS.910.RL.1.AP.1a:	Use two or more pieces of evidence to support inferences.
	LAFS.910.RL.1.AP.1b:	Use two or more pieces of textual evidence to support conclusions.
	LAFS.910.RL.1.AP.1c:	Use two or more pieces of evidence to support the summary of the text.
	LAFS.910.RL.1.AP.1d:	Determine which piece(s) of evidence provide the strongest support for inferences, conclusions or summaries of text.
LAFS.910.RL.1.2:	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.	
	Related Access Points	
	LAFS.910.RL.1.AP.2a:	Determine the theme or central idea of an adapted grade-appropriate text.
	LAFS.910.RL.1.AP.2b:	Determine how the theme develops.
	LAFS.910.RL.1.AP.2c:	Determine how key details support the development of the theme of an adapted grade-appropriate text.
LAFS.910.RL.1.3:	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.	
	Related Access Points	
	LAFS.910.RL.1.AP.3a:	Identify a character with multiple or conflicting motivations (i.e., a complex character).
	LAFS.910.RL.1.AP.3b:	Delineate how a complex character develops over the course of a text, interacts with other characters and advances the

	plot or develops the theme.
LAFS.910.RL.2.4:	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).
	Related Access Points
	LAFS.910.RL.2.AP.4a: 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.
LAFS.910.RL.2.5:	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.
	Related Access Points
	LAFS.910.RL.2.AP.5a: Identify the author's choice of text structure to create meaning (e.g., order of events, flashbacks, foreshadowing).
LAFS.910.RL.2.6:	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.
	Related Access Points
	LAFS.910.RL.2.AP.6a: Compare and contrast works from different cultures with a common theme.
	LAFS.910.RL.2.AP.6b: Analyze the point of view reflected in a work of literature.
LAFS.910.RL.3.7:	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 Landscape with the Fall of Icarus).

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	Related Access Points	
	Related Access Points	
	LAFS.910.RL.3.AP.7a:	Identify what is the same or what is different in two sources or mediums.
LAFS.910.RL.3.9:	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).	
	Related Access Points	
	LAFS.910.RL.3.AP.9a:	Analyze how an author uses specific works with similar themes to build meaning.
LAFS.910.RL.4.10:	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.	
	Related Access Points	
	LAFS.910.RL.4.AP.10a:	Read or listen to a variety of texts or adapted texts, including historical novels, classical dramas or plays, poetry, novels, fiction and nonfiction.
	LAFS.910.RL.4.AP.10b:	Use strategies to derive meaning from a variety of texts and mediums.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. 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.
	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.
	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.
	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.

Related Access Points

	LAFS.910.SL.1.AP.1a:	Clarify, verify or challenge ideas and conclusions within a discussion on a given topic or text.
	LAFS.910.SL.1.AP.1b:	Summarize points of agreement and disagreement within a discussion on a given topic or text.
	LAFS.910.SL.1.AP.1c:	Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.
	LAFS.910.SL.1.AP.1d:	Work with peers to set rules for collegial discussions and decision making.
	LAFS.910.SL.1.AP.1e:	Actively seek the ideas or opinions of others in a discussion on a given topic or text.
	LAFS.910.SL.1.AP.1f:	Engage appropriately in discussion with others who have a diverse or

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		divergent perspective.
[LAFS.910.SL.1.2:](#)	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	
	Related Access Points	
	[LAFS.910.SL.1.AP.2a:](#)	Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.
[LAFS.910.SL.1.3:](#)	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	
	Related Access Points	
	[LAFS.910.SL.1.AP.3a:](#)	Determine the speaker's point of view or purpose in a text.
	[LAFS.910.SL.1.AP.3b:](#)	Determine what arguments the speaker makes.
	[LAFS.910.SL.1.AP.3c:](#)	Evaluate the evidence used to make the argument.
	[LAFS.910.SL.1.AP.3d:](#)	Evaluate a speaker's point of view, reasoning and use of evidence for false statements, faulty reasoning or exaggeration.
[LAFS.910.SL.2.4:](#)	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.	
	Related Access Points	
	[LAFS.910.SL.2.AP.4a:](#)	Orally report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details that support the main ideas.
[LAFS.910.SL.2.5:](#)	Make strategic use of digital media (e.g., textual,	

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	graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
	Related Access Points
		LAFS.910.SL.2.AP.5a:	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	Related Access Points
		LAFS.910.SL.2.AP.6a:	Recognize situations when the use of formal English is necessary (e.g., making a presentation vs. talking with friends).	
LAFS.910.W.1.1:	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 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. 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. 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. 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.

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	e. Provide a concluding statement or section that follows from and supports the argument presented.

	Related Access Points
	LAFS.910.W.1.AP.1a: — Introduce claim(s) for an argument that reflects knowledge of the topic.
	LAFS.910.W.1.AP.1b: — Identify claim(s) from alternate or opposing claims(s) in writing.
	LAFS.910.W.1.AP.1c: — Create a writing organizational structure (e.g., introduce claims, distinguish supporting and opposing claims and relevant evidence for each, provides conclusion) developing relationships among claim(s), reason and evidence.
	LAFS.910.W.1.AP.1d: — Identify evidence for claim(s) and counterclaim(s).
	LAFS.910.W.1.AP.1e: — Develop clear claim(s) with specific evidence for a topic or text.
	LAFS.910.W.1.AP.1f: — Use words, phrases and clauses to create cohesion within writing.
	LAFS.910.W.1.AP.1g: — Use words, phrases and clauses to clarify the relationship among claims, counterclaims, reasons and evidence.
	LAFS.910.W.1.AP.1h: — 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).
	LAFS.910.W.1.AP.1i: — Provide a concluding statement or section that supports the argument presented by stating the significance of the claim.

	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. 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. 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. 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. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. 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. 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).
LAFS.910.W.1.2:	

	Related Access Points	
	LAFS.910.W.1.AP.2a:	Create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions and examples) to support paragraph focus.
	LAFS.910.W.1.AP.2b:	Provide a clear introduction previewing information to follow and summarizing stated focus.

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	LAFS.910.W.1.AP.2c:	Provide relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate for the audience.
	LAFS.910.W.1.AP.2d:	Use transitional words, phrases and clauses that connect ideas and create cohesion within writing.
	LAFS.910.W.1.AP.2e:	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
	LAFS.910.W.1.AP.2f:	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).
	LAFS.910.W.1.AP.2g:	Provide a concluding statement or section that follows from and supports the information or explanation presented.
	LAFS.910.W.1.AP.2h:	Report on a topic, using a logical sequence of ideas, appropriate facts and relevant, and descriptive details that support the main ideas.
LAFS.910.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. 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. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so	

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that they build on one another to create a coherent whole.

d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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Related Access Points

LAFS.910.W.1.AP.3a:	Engage and orient the reader by setting out a problem, situation or observation and establishing one or multiple point(s) of view.
LAFS.910.W.1.AP.3b:	Engage and orient the reader to the narrator and/or characters.
LAFS.910.W.1.AP.3c:	Produce a narrative that includes dialogue that advances the plot or theme (e.g., reveals character motivation, feelings, thoughts, how character has changed perspectives).
LAFS.910.W.1.AP.3d:	Include plot techniques and pacing (e.g., flashback, foreshadowing, suspense) as appropriate in writing.
LAFS.910.W.1.AP.3e:	Sequence events so that they build on one another to create a coherent whole.
LAFS.910.W.1.AP.3f:	Create a smooth progression of experiences or events.
LAFS.910.W.1.AP.3g:	Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.
LAFS.910.W.1.AP.3h:	Provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative.

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LAFS.910.W.2.4:	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.)	
	Related Access Points	
	LAFS.910.W.2.AP.4a:	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).
	LAFS.910.W.2.AP.4b:	Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to entertain) or audience.
	LAFS.910.W.2.AP.4c:	Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to argue) or audience.
LAFS.910.W.2.5:	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.	
	Related Access Points	
	LAFS.910.W.2.AP.5a:	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.
	LAFS.910.W.2.AP.5b:	With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story).
	LAFS.910.W.2.AP.5c:	Develop a plan for writing (e.g., choose a topic, introduce argument topic, develop a claim,

		develop a counter claim, conclude argument) focused on a specific purpose and audience.
	LAFS.910.W.2.AP.5d:	Strengthen writing by revising and editing.
	LAFS.910.W.2.AP.5e:	Strengthen writing by revising and editing (e.g., review product, strengthening story).
LAFS.910.W.2.6:	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.	
	Related Access Points	
	LAFS.910.W.2.AP.6a:	Use technology to produce and publish writing (e.g., use the Internet to gather information, word processing to generate and collaborate on writing).
LAFS.910.W.3.7:	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.	
	Related Access Points	
	LAFS.910.W.3.AP.7a:	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, locating information on a topic, organizing information related to the topic, drafting a permanent product).
LAFS.910.W.3.8:	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.
	Related Access Points

	LAFS.910.W.3.AP.8a:	Gather (e.g., highlight, quote or paraphrase from source) relevant information about the topic from authoritative print and/or digital sources.
	LAFS.910.W.3.AP.8b:	Gather relevant information about the topic or text and stated claim from authoritative print and/or digital sources.
	LAFS.910.W.3.AP.8c:	Integrate information presented by others into the writing product while avoiding plagiarism.
	LAFS.910.W.3.AP.8d:	Use a standard format to write citations.
	LAFS.910.W.3.AP.8e:	Avoid plagiarism when integrating multiple sources into a written text or when discussing/referring to text.

LAFS.910.W.3.9:	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards 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]"). b. Apply grades 9–10 Reading standards 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").
	Related Access Points

	LAFS.910.W.3.AP.9a:	Provide evidence from literary or information texts to support analysis, reflection and research.
	LAFS.910.W.3.AP.9b:	Evaluate an argument within a text to determine if reasoning is valid; reasoning is accurate; evidence is relevant; and evidence is sufficient.
	LAFS.910.W.3.AP.9c:	Refine writing to assure accuracy/authenticity (historical, geographical, technical).
LAFS.910.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	

	Related Access Points	
	LAFS.910.W.4.AP.10a:	Write routinely over shorter time frames (e.g., journal entry, letter, graphic organizer) for a range of discipline-specific tasks, purposes and audiences.
	LAFS.910.W.4.AP.10b:	Write routinely in a genre over extended time frames (planning, drafting, editing, revising, publishing) for a range of discipline-specific tasks, purposes and audiences.

HE.912.B.3.3:	Justify the validity of a variety of technologies to gather health information.	
	Remarks/Examples: Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.	

	Related Access Points	
	HE.912.B.3.In.a:	Describe common technologies that provide valid health information, such

		as the Internet, telephone, 911 access, and medical technology including X-rays, ultrasounds, mammograms, and MRIs.
	HE.912.B.3.Su.b:	Identify selected technologies that provide valid health information, such as the Internet, telephone, 911 access, and medical technology including X-rays, ultrasounds, mammograms, and MRIs.
	HE.912.B.3.Pa.c:	Recognize selected technologies that provide valid health information, such as the Internet, telephone, 911 access, and medical technology, including X-rays.
	Determine the value of applying a thoughtful decision-making process in health-related situations.	
HE.912.C.1.2:	Interpret the significance of interrelationships in mental/emotional, physical, and social health.	

Remarks/Examples:
Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.

Related Access Points

	HE.912.C.1.In.b:	Explain the interrelationships of mental/emotional, intellectual, physical, and social health, such as how drinking alcohol or sexual activity impacts physical, social, and mental/emotional dimensions of health.
	HE.912.C.1.Su.b:	Identify the interrelationship between healthy behaviors and the dimensions of health (physical, mental/emotional, social, and intellectual), such as how drinking alcohol or sexual activity impacts physical and social dimensions of health.

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	HE.912.C.1.Pa.b:	Distinguish between healthy and unhealthy physical, mental/emotional, social, and intellectual behaviors, such as drinking alcohol or avoiding alcohol, and appropriate or inappropriate sexual behaviors.
HE.912.C.2.5:	Evaluate the effect of media on personal and family health. **Remarks/Examples:** Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.	
	Related Access Points	
	HE.912.C.2.In.e:	Examine the effect of media on personal and family health, such as comparing name- and store-brand items in the home, analyzing television-viewing habits, and identifying effective public-service announcements (PSAs).
	HE.912.C.2.Su.e:	Describe the effect of media on personal and family health, such as comparing name- and store-brand items in the home, analyzing television-viewing habits, and identifying effective public-service announcements (PSAs).
	HE.912.C.2.Pa.e:	Recognize the effect of media on personal and family health, such as television-viewing habits and sedentary lifestyle and identifying effective public-service announcements (PSAs).
SS.912.C.2.10:	Monitor current public issues in Florida.	

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	Remarks/Examples: Examples are On-line Sunshine, media, e-mails to government officials, political text messaging.
	Related Access Points
	SS.912.C.2.In.j: Identify current public issues in Florida.
	SS.912.C.2.Su.j: Recognize current public issues in Florida.
	SS.912.C.2.Pa.j: Recognize a current public issue in Florida.
SS.912.C.2.11:	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
	Related Access Points
	SS.912.C.2.In.k: Describe a solution to resolve a public issue.
	SS.912.C.2.Su.k: Identify a solution to resolve a public issue.
	SS.912.C.2.Pa.k: Recognize a solution to a public issue.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

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