

**South Carolina High School Credential  
Course Descriptions and Competencies I-IV**



**South Carolina Department of Education  
Columbia, South Carolina  
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## Graphic Representation of the Organizational Structure

Teaching in South Carolina is based on four major components: standards, curriculum, instruction, and assessment. Standards are year-end goals for student learning which inform and guide curriculum development, instructional practices, and assessment. Curriculum is developed based on standards. Instruction is the support teachers offer to navigate the curriculum that is also based on the standards. Formal and informal assessments, based on standards, guide and inform instruction. *Note: For purposes of this document, the Employability Education Courses have identified objectives, not standards.*

### Essentials of English 1

Essentials of English I emphasizes English language Arts literacy concepts that are aligned to the South Carolina College-and Career-Ready Standards and the Profile of the South Carolina Graduate. This course will provide an integrated model of literacy and self-determination skills necessary for daily living and the world of work. The integrated model of literacy for this course will focus on inquiry, analysis and communication to explore literary, informational, and non-print text.

A **Course Description** is located at the beginning of each course summarizing the **Standards or Objectives** and **Competency Goals** of the course.

**Course selection must be based on the individual student's present levels of academic achievement and functional performance. Course selection must not be based on the identified course of study.**

Each course includes **Strands** that are the overarching topics that will be mastered provided instruction targets each standard and competency goal in that strand.

**Standards and Objectives** included in this document represent culminating outcomes which describes what students must know and be able to do when they complete the SC High School Credential course of study.

**Competency Goals** are aligned with the South Carolina College-and Career-Ready Standards that are delineated in the standards column; these goals are also aligned with the objectives that have been identified for the Employability Education courses. Competency goals are specific to what the student must be able to learn and demonstrate. These goals should be used to facilitate the teacher's decisions on what to instruct and how to explicitly instruct.

Standard		Competency Goals
<b>INQUIRY-BASED LITERACY</b>	(1)	
<b>Standard 1:</b> Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.		<ol style="list-style-type: none"> <li>1. Use personal learning strategies to gain meaning from written material.</li> <li>2. Determine when more information is needed and ask appropriate</li> </ol>

## Essentials of English I

Essentials of English I emphasizes English Language Arts literacy concepts that are aligned to the South Carolina College-and Career-Ready Standards and the Profile of the South Carolina Graduate. This course will provide an integrated model of literacy and self-determination skills necessary for daily living and the world of work. The integrated model of literacy for this course will focus on inquiry, analysis and communication to explore literary, informational, and non-print text.

Standard		Competency Goals
<i><b>INQUIRY-BASED LITERACY</b></i>	<b>(I)</b>	
<p><b>Standard 1:</b> Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.</p>		<ol style="list-style-type: none"> <li>1. Use personal learning strategies to gain meaning from written material.</li> <li>2. Determine when more information is needed and ask appropriate questions in a variety of situations when interacting with a variety of texts, media, and modalities.</li> <li>3. Identify when more information is needed and use references, navigate libraries, use technology etc. to locate information.</li> </ol>
<p><b>Standard 2:</b> Transact with text to formulate questions, propose explanations, and consider alternative views and multiple perspectives.</p>		<ol style="list-style-type: none"> <li>1. Read to gain information needed in daily living.</li> <li>2. Read and comprehend information from a variety of text.</li> <li>3. Identify alternative and multiple perspectives in a text.</li> <li>4. Identify multiple perspectives in real-life situations.</li> <li>5. Follow simple oral and written directions given in a variety of situations.</li> </ol>
<p><b>Standard 3:</b> Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.</p>		<ol style="list-style-type: none"> <li>1. Gather needed information from a variety of sources.</li> <li>2. Identify and use various sequential patterns to organize information.</li> </ol>

<p><b>Standard 4:</b> Synthesize information to share learning and/or take action.</p>		<ol style="list-style-type: none"> <li>1. Use a variety of sources to obtain information needed for a variety of purposes...daily life activities, employment, training, leisure interests.</li> <li>2. Use information obtained from a variety of sources to take action for a variety of purposes to include daily life activities, employment activities, educational activities, leisure activities, social activities.</li> <li>3. Use technology to share information learned from text with others.</li> </ol>
<p><b>Standard 5:</b> Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.</p>		<ol style="list-style-type: none"> <li>1. Use information obtained from text to guide the development of personal and educational goals and plans to reach those goals.</li> <li>2. Use feedback to guide the process of creating and working toward goal-setting.</li> <li>3. Reflect upon goals and plans to determine if plans must be revised.</li> <li>4. Reflect upon goal setting and plans to determine if more information is needed.</li> </ol>
<p><b><i>READING LITERARY TEXT</i></b></p>		<p><b>(RL)</b></p>
<p><b>Standard 1:</b> Demonstrate understanding of the organization and basic features of print.</p>		<ol style="list-style-type: none"> <li>1. Identify and use sequential patterns of text to organize information.</li> <li>2. Indicate title, author, illustrator, chapters in a literary text.</li> </ol>
<p><b>Standard 2:</b> Demonstrate understanding of spoken words, syllables, and sounds.</p>		<ol style="list-style-type: none"> <li>1. Follow multiple step oral directions.</li> <li>2. Use appropriate vocabulary in speaking in a variety of settings.</li> <li>3. Demonstrate the basic conventions of standard English.</li> <li>4. Demonstrate increase in vocabulary as it relates to informal conversation, daily living, community, and leisure.</li> </ol>

<b>Standard 3:</b> Know and apply grade-level phonics and word analysis skills in decoding words.		<ol style="list-style-type: none"> <li>1. Increase reading fluency through word study.</li> <li>2. Identify accommodations needed in accessing text and use accommodations with fidelity.</li> </ol>
<b>Standard 4:</b> Read with sufficient accuracy and fluency to support comprehension.		<ol style="list-style-type: none"> <li>1. Increase fluency through word study.</li> <li>2. Identify accommodations needed in accessing text and use accommodations with fidelity.</li> <li>3. Access and use accommodations embedded in technology when reading on a device.</li> </ol>
<b>Standard 5:</b> Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.		<ol style="list-style-type: none"> <li>1. Cite details from a text to support a conclusion.</li> <li>2. Can recount key details of a story and refer to details and examples within a text to draw inferences.</li> <li>3. Make a prediction about a given situation based on known information from text.</li> </ol>
<b>Standard 6:</b> Summarize key details and ideas to support analysis of thematic development.		<ol style="list-style-type: none"> <li>1. Can determine themes or central ideas of text and provide basic summaries of text.</li> </ol>
<b>Standard 7:</b> Analyze the relationship among ideas, themes, or topics in multiple media formats and in visual, auditory, and kinesthetic modalities.		<ol style="list-style-type: none"> <li>1. Compare/contrast ideas or topics in multiple media formats.</li> <li>2. Make connections between text and real life experiences based on learning styles.</li> </ol>
<b>Standard 8:</b> Analyze characters, settings, events, and ideas as they develop and interact within a particular context.		<ol style="list-style-type: none"> <li>1. Can determine how setting shapes the characters and/or plot and how particular elements of a narrative or drama interact; understand how context influences plot, setting, and characters.</li> </ol>
<b>Standard 9:</b> Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.		<ol style="list-style-type: none"> <li>1. Determine the meaning of figurative language in a text and in conversations.</li> <li>2. Make inferences when reading to determine the meaning of various phrases in text, format, and tone.</li> </ol>
<b>Standard 10:</b> Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words,		<ol style="list-style-type: none"> <li>1. Use context clues to determine the meanings of words and phrases.</li> </ol>

phrases, and jargon; acquire and use general academic and domain-specific vocabulary.		2. Use references such as a dictionary or online resources to determine word meanings.
<b>Standard 11:</b> Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style.		1. Identify an author’s point of view in a text. 2. Identify a speaker’s point of view in a conversation, argument, or oral presentation.
<b>Standard 12:</b> Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.		1. Identify different effects in a literary text (i.e. mystery, tension, etc.) and cite evidence from the text to support the identification of the effect.
<b>Standard 13:</b> Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.		1. Use accommodations to access a text to read independently for a sustained period of time. 2. Engage in small-group reading. 3. Read and respond to increasingly challenging levels of text. 4. Select and read a wide variety of print and digital materials.
<b><i>READING INFORMATIONAL TEXT</i></b>	<b>(RI)</b>	
<b>Standard 1:</b> Demonstrate understanding of the organization and basic features of print.		1. Use organizational structures, such as guide-words, table of contents, index...to locate needed information. 2. Identify types of reference text and their purposes. 3. Identify types of text and their purposes. 4. Use reference text to locate information about a topic.
<b>Standard 2:</b> Demonstrate understanding of spoken words, syllables, and sounds.		1. Follow multiple step oral directions. 2. Use appropriate vocabulary in speaking. 3. Demonstrate the basic conventions of standard English. 4. Demonstrate increase in vocabulary as it relates to informal conversation, daily living, community, leisure, and employment. 5. Answer questions presented orally with

		relevant information, using appropriate vocabulary and demonstrating the basic conventions of standard English.
<b>Standard 3:</b> Know and apply grade-level phonics and word analysis skills in decoding words.		<ol style="list-style-type: none"> <li>1. Increase reading fluency through word study.</li> <li>2. Identify accommodations needed in accessing text and use accommodations with fidelity.</li> </ol>
<b>Standard 4:</b> Read with sufficient accuracy and fluency to support comprehension.		<ol style="list-style-type: none"> <li>1. Increase fluency through word study.</li> <li>2. Identify accommodations needed in accessing text and use accommodations with fidelity.</li> <li>3. Access and use accommodations embedded in technology when reading on a device.</li> </ol>
<b>Standard 5:</b> Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.		<ol style="list-style-type: none"> <li>1. Read and comprehend various informational text.</li> <li>2. Use evidence from an informational text to make a prediction.</li> <li>3. Identify the purpose of a given informational text (i.e. instructions, guide, reference, learning, persuasive, etc.).</li> </ol>
<b>Standard 6:</b> Summarize key details and ideas to support analysis of central ideas.		<ol style="list-style-type: none"> <li>1. Recognize main idea in written, oral, and visual formats.</li> <li>2. Summarize information given in written, oral, or visual formats.</li> <li>3. Identify and use various sequential patterns to organize information.</li> </ol>
<b>Standard 7:</b> Research events, topics, ideas, or concepts through multiple media formats and in visual, auditory, and kinesthetic modalities.		<ol style="list-style-type: none"> <li>1. Read to gain information from various media formats needed for daily living based on learning styles.</li> <li>2. Read to gain information from various media formats for community participation.</li> <li>3. Read to gain information from various media formats related to choice-making in interests and preferences.</li> <li>4. Identify appropriate sources to locate specific</li> </ol>

		information related to self-advocacy.
<b>Standard 8:</b> Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.		<ol style="list-style-type: none"> <li>1. Can determine the meaning of figurative, connotative, or technical words and phrases in a text.</li> <li>2. Use references and technology to determine the meanings of words and phrases in texts.</li> </ol>
<b>Standard 9:</b> Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.		<ol style="list-style-type: none"> <li>1. Use context clues to determine the meanings of words and phrases in text and in conversations.</li> <li>2. Explain the definitions of terms related to daily living.</li> <li>3. Explain the definitions of terms related to community.</li> <li>4. Explain the definitions of terms related to choice-making and topics of interests.</li> </ol>
<b>Standard 10:</b> Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style.		<ol style="list-style-type: none"> <li>1. Identify an author’s or speaker’s point of view.</li> <li>2. Identify details that support an author’s or speaker’s point of view.</li> </ol>
<b>Standard 11:</b> Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.		<ol style="list-style-type: none"> <li>1. Identify how an author’s claims are supported with evidence in a text.</li> </ol>
<b>Standard 12:</b> Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.		<ol style="list-style-type: none"> <li>1. Use accommodations to access an informational text to read independently for a sustained period of time.</li> <li>2. Engage in small-group reading.</li> <li>3. Read signs, labels, menus, recipes, advertisements, coupons, etc.</li> <li>4. Read schedules, calendars, agendas.</li> <li>5. Read and respond to increasingly challenging levels of informational text.</li> <li>6. Read and follow instructions for completing daily living tasks.</li> </ol>

		<ol style="list-style-type: none"> <li>7. Read and follow instructions for completing leisure tasks.</li> <li>8. Read and follow instructions in the community.</li> <li>9. Read and follow instructions for completing a variety of forms to include those related to daily living, the community, and employment.</li> <li>10. Select and read a wide variety of print and digital materials.</li> <li>11. Read to proof and revise written work.</li> </ol>
<b>WRITING*</b>	<b>(W)</b>	
<b>Standard 1:</b> Write arguments to support claims with clear reasons and relevant evidence.		<ol style="list-style-type: none"> <li>1. Use appropriate vocabulary in writing, speaking, and presenting.</li> <li>2. Write to communicate an opinion or preference clearly with evidence.</li> <li>3. Use appropriate vocabulary to clearly express an opinion or preference with evidence (verbally and/or in writing).</li> </ol>
<b>Standard 2:</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.		<ol style="list-style-type: none"> <li>1. Write goals for the future that reflect personal strengths and interests/preferences.</li> <li>2. Write a plan to reach a goal.</li> <li>3. Use technology to produce informative/explanatory documents.</li> <li>4. Collect information from a variety of resources and use it to create a written document.</li> </ol>
<b>Standard 3:</b> Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.		<ol style="list-style-type: none"> <li>1. Write narratives about real-life experiences.</li> <li>2. Write narratives about hopes and dreams for the future.</li> <li>3. Organize written information sequentially.</li> <li>4. Demonstrate effective oral communication in</li> </ol>

		<p>a variety of settings (formal, informal, school).</p> <p>5. Use technology to produce narrative documents.</p>
<b>Standard 4:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		<p>1. Use the basic conventions of standard English.</p> <p>2. Write using complete sentences.</p> <p>3. Answer questions/fill in blanks on a variety of forms using basic conventions of standard English.</p>
<b>Standard 5:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		<p>1. Write complete sentences using correct capitalization, punctuation, and spelling.</p> <p>2. Identify and use accommodations for writing using basic conventions of standard English.</p>
<b>Standard 6:</b> Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.		<p>1. Write to complete a variety of forms for daily living, community activities, employment activities, and leisure activities.</p> <p>2. Use technology to write for a variety of purposes (i.e. to communicate with others, to share information on chosen social media sites, to search for information).</p> <p>3. Write appointments and events.</p> <p>4. Write in a print or digital agenda to organize tasks for personal, educational, or employment purposes.</p> <p>5. Communicate by electronic communication devices.</p> <p>6. Identify and use appropriate individual accommodations to write for a variety of purposes.</p> <p>7. Write personal data.</p> <p>8. Write a letter, address an envelope.</p> <p>9. Write emails for various purposes. Use</p>

		standard conventions of English in emails.
<b>COMMUNICATION</b>	<b>I</b>	
<b>Standard 1:</b> Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.		<ol style="list-style-type: none"> <li>1. Use standard conventions of English to self-advocate preferences, interests, wants, needs to others.</li> <li>2. Engage in conversations with peers using appropriate language.</li> <li>3. Take turns appropriately in conversation</li> <li>4. Communicate by telephone using. Appropriate phone etiquette and standard conventions of English (talk and text).</li> <li>5. Demonstrate appropriate tone, volume, inflection, enunciation, pronunciation, eye contact, and body language when communicating with others (If needed, identify and use accommodations to demonstrate this skill).</li> </ol>
<b>Standard 2:</b> Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.		<ol style="list-style-type: none"> <li>1. Clearly communicate a narrative of events that have happened or events that may happen.</li> <li>2. Clearly communicate goals (educational, community experiences, leisure, and employment).</li> <li>3. Clearly communicate feelings to others in an appropriate manner (i.e. anger, sorrow, confusion, happiness).</li> <li>4. Demonstrate effective oral communication in personal situations.</li> </ol>
<b>Standard 3:</b> Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.		<ol style="list-style-type: none"> <li>1. Communicate using various modalities such as verbally, written, electronically.</li> <li>2. Identify and use appropriate accommodations for the clear communication of one’s thoughts.</li> </ol>

<p><b>Standard 4:</b> Critique how a speaker addresses content and uses craft techniques that stylistically and structurally inform, engage, and impact audiences and convey messages.</p>		<ol style="list-style-type: none"> <li>1. Make inferences when listening to the words of others.</li> <li>2. Identify the point of view of a speaker.</li> <li>3. Use effective listening and viewing skills in a variety of situations.</li> <li>4. Expand vocabulary through listening.</li> <li>5. Demonstrate effective listening skills by following directions with accuracy.</li> <li>6. Select and listen to a variety of non-print and/or electronic materials.</li> </ol>
<p><b>Standard 5:</b> Incorporate craft techniques to engage and impact audiences and convey messages.</p>		<ol style="list-style-type: none"> <li>1. Identify appropriate topics and strategies for communication for a given audience.</li> <li>2. Use appropriate vocabulary for different settings (ex. School/work vs. home/leisure).</li> <li>3. Identify appropriate modality for communicating with an individual or audience (ex. Should one call or email? Talk in person?).</li> </ol>

## Essentials of English II

Essentials of English II emphasize English Language Arts literacy concepts that are aligned to the South Carolina College-and Career-Ready Standards and the Profile of the South Carolina Graduate. This course will provide an integrated model of literacy and self-determination skills necessary for daily living and the world of work. This course will focus on immersion of effective communication skills in both daily living and employment settings with the use of standard rules of convention and syntax to give and request information.

Standard		Competency Goals
<i><b>INQUIRY-BASED LITERACY</b></i>	<b>(I)</b>	
<p><b>Standard 1:</b> Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.</p>		<ol style="list-style-type: none"> <li>1. Use personal learning strategies to gain meaning from written material.</li> <li>2. Determine when more information is needed and ask appropriate questions in a variety of situations when interacting with a variety of texts, media, and modalities.</li> <li>3. Identify when more information is needed and use references, navigate libraries, use technology etc. to locate information.</li> </ol>
<p><b>Standard 2:</b> Transact with text to formulate questions, propose explanations, and consider alternative views and multiple perspectives.</p>		<ol style="list-style-type: none"> <li>1. Read to gain information needed in daily living.</li> <li>2. Read and comprehend information from a variety of text.</li> <li>3. Identify alternative and multiple perspectives in a text.</li> <li>4. Identify multiple perspectives in real-life situations.</li> <li>5. Follow simple oral and written directions given in a variety of situations.</li> </ol>
<p><b>Standard 3:</b> Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.</p>		<ol style="list-style-type: none"> <li>1. Gather needed information from a variety of sources.</li> <li>2. Identify and use various sequential patterns to organize information.</li> </ol>

		3. Compare/Contrast multiple texts on a given topic.
<b>Standard 4:</b> Synthesize information to share learning and/or take action.		<ol style="list-style-type: none"> <li>1. Use a variety of sources to obtain information needed for a variety of purposes...daily life activities, employment, training, leisure interests.</li> <li>2. Use information obtained from a variety of sources to take action for a variety of purposes to include daily life activities, employment activities, educational activities, leisure activities, social activities.</li> <li>3. Read multiple texts from multiple media formats on a topic and share information with others.</li> <li>4. Use technology to share information learned from text with others.</li> <li>5. Evaluate multiple sources of information presented in different media or formats for problem solving.</li> </ol>
<b>Standard 5:</b> Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.		<ol style="list-style-type: none"> <li>1. Use information obtained from text to guide the development of personal and educational goals and plans to reach those goals.</li> <li>2. Use feedback to guide the process of creating and working toward goal-setting.</li> <li>3. Reflect upon goals and plans to determine if plans must be revised.</li> <li>4. Reflect upon goal setting and plans to determine if more information is needed.</li> </ol>
<b><i>READING LITERARY TEXT</i></b>	<b>(RL)</b>	
<b>Standard 1:</b> Demonstrate understanding of the organization and basic features of print.		<ol style="list-style-type: none"> <li>1. Identify and use sequential patterns of text to organize information.</li> <li>2. Indicate title, author, illustrator, chapters in a literary text.</li> </ol>

<p><b>Standard 2:</b> Demonstrate understanding of spoken words, syllables, and sounds.</p>		<ol style="list-style-type: none"> <li>1. Follow multiple step oral directions.</li> <li>2. Use appropriate vocabulary in speaking in a variety of settings.</li> <li>3. Demonstrate the basic conventions of Standard English.</li> <li>4. Demonstrate increase in vocabulary as it relates to informal conversation, daily living, community, and leisure.</li> </ol>
<p><b>Standard 3:</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p>		<ol style="list-style-type: none"> <li>1. Increase reading fluency through word study.</li> <li>2. Identify accommodations needed in accessing text and use accommodations with fidelity.</li> </ol>
<p><b>Standard 4:</b> Read with sufficient accuracy and fluency to support comprehension.</p>		<ol style="list-style-type: none"> <li>1. Increase fluency through word study.</li> <li>2. Identify accommodations needed in accessing text and use accommodations with fidelity.</li> <li>3. Access and use accommodations embedded in technology when reading on a device.</li> </ol>
<p><b>Standard 5:</b> Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.</p>		<ol style="list-style-type: none"> <li>1. Cite details from a text to support a conclusion.</li> <li>2. Can recount key details of a story and refer to details and examples within a text to draw inferences.</li> <li>3. Make a prediction about a given situation based on known information from text.</li> </ol>
<p><b>Standard 6:</b> Summarize key details and ideas to support analysis of thematic development.</p>		<ol style="list-style-type: none"> <li>1. Can determine themes or central ideas of text and provide basic summaries of text.</li> </ol>
<p><b>Standard 7:</b> Analyze the relationship among ideas, themes, or topics in multiple media formats and in visual, auditory, and kinesthetic modalities.</p>		<ol style="list-style-type: none"> <li>1. Compare/contrast ideas or topics in multiple media formats.</li> <li>2. Make connections between text and real life experiences based on learning styles.</li> </ol>
<p><b>Standard 8:</b> Analyze characters, settings, events, and ideas as they develop and interact within a particular context.</p>		<ol style="list-style-type: none"> <li>1. Can determine how setting shapes the characters and/or plot and how particular elements of a narrative or drama interact; understand how context influences plot,</li> </ol>

		setting, and characters.
<b>Standard 9:</b> Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.		<ol style="list-style-type: none"> <li>1. Determine the meaning of figurative language in a text and in conversations.</li> <li>2. Make inferences when reading to determine the meaning of various phrases in text, format, and tone.</li> </ol>
<b>Standard 10:</b> Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.		<ol style="list-style-type: none"> <li>1. Use context clues to determine the meanings of words and phrases.</li> <li>2. Use references such as a dictionary or online resources to determine word meanings.</li> </ol>
<b>Standard 11:</b> Analyze and provide evidence of how the author's choice of point of view, perspective, and purpose shape content, meaning, and style.		<ol style="list-style-type: none"> <li>1. Identify an author's point of view in a text.</li> <li>2. Identify a speaker's point of view in a conversation, argument, or oral presentation.</li> </ol>
<b>Standard 12:</b> Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.		<ol style="list-style-type: none"> <li>1. Analyze how the relationships among structure, plot, and manipulation of time create the effects of mystery, tension, or surprise citing support from the text.</li> </ol>
<b>Standard 13:</b> Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.		<ol style="list-style-type: none"> <li>1. Use accommodations to access a text to read independently for a sustained period of time.</li> <li>2. Engage in small-group reading.</li> <li>3. Read and respond to increasingly challenging levels of text.</li> <li>4. Select and read a wide variety of print and digital materials.</li> </ol>
<b><i>READING INFORMATIONAL TEXT</i></b>	<b>(RI)</b>	
<b>Standard 1:</b> Demonstrate understanding of the organization and basic features of print.		<ol style="list-style-type: none"> <li>1. Use organizational structures, such as guide-words, table of contents, index...to locate needed information.</li> <li>2. Identify types of reference text and their purposes.</li> <li>3. Identify types of text and their purposes.</li> <li>4. Use reference text to locate information about a topic.</li> </ol>

<p><b>Standard 2:</b> Demonstrate understanding of spoken words, syllables, and sounds.</p>		<ol style="list-style-type: none"> <li>1. Follow multiple step oral directions.</li> <li>2. Use appropriate vocabulary in speaking.</li> <li>3. Demonstrate the basic conventions of Standard English.</li> <li>4. Demonstrate increase in vocabulary as it relates to informal conversation, daily living, community, leisure, and employment.</li> <li>5. Answer questions presented orally with relevant information, using appropriate vocabulary and demonstrating the basic conventions of Standard English.</li> </ol>
<p><b>Standard 3:</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p>		<ol style="list-style-type: none"> <li>1. Increase reading fluency through word study.</li> <li>2. Identify accommodations needed in accessing text and use accommodations with fidelity.</li> </ol>
<p><b>Standard 4:</b> Read with sufficient accuracy and fluency to support comprehension.</p>		<ol style="list-style-type: none"> <li>1. Increase fluency through word study.</li> <li>2. Identify accommodations needed in accessing text and use accommodations with fidelity.</li> <li>3. Access and use accommodations embedded in technology when reading on a device.</li> </ol>
<p><b>Standard 5:</b> Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.</p>		<ol style="list-style-type: none"> <li>1. Read and comprehend various informational texts.</li> <li>2. Use evidence from an informational text to make a prediction.</li> <li>3. Identify the purpose of a given informational text (i.e. instructions, guide, reference, learning, persuasive, etc.).</li> </ol>
<p><b>Standard 6:</b> Summarize key details and ideas to support analysis of central ideas.</p>		<ol style="list-style-type: none"> <li>1. Recognize main idea in written, oral, and visual formats.</li> <li>2. Summarize information given in written, oral, or visual formats.</li> <li>3. Identify and use various sequential patterns to organize information.</li> <li>4. Summarize and determine theme of text.</li> </ol>

<p><b>Standard 7:</b> Research events, topics, ideas, or concepts through multiple media formats and in visual, auditory, and kinesthetic modalities.</p>		<ol style="list-style-type: none"> <li>1. Read to gain information from various media formats needed for daily living based on learning styles.</li> <li>2. Read to gain information from various media formats for community participation.</li> <li>3. Read to gain information from various media formats related to choice-making in interests and preferences.</li> <li>4. Identify appropriate sources to locate specific information related to self-advocacy.</li> </ol>
<p><b>Standard 8:</b> Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.</p>		<ol style="list-style-type: none"> <li>1. Explain how the author’s meaning and tone are developed and refined by text features and structures.</li> </ol>
<p><b>Standard 9:</b> Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</p>		<ol style="list-style-type: none"> <li>1. Use context clues to determine the meanings of words and phrases in text and in conversations.</li> <li>2. Explain the definitions of terms related to daily living.</li> <li>3. Explain the definitions of terms related to community.</li> <li>4. Explain the definitions of terms related to choice-making and topics of interests.</li> </ol>
<p><b>Standard 10:</b> Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style.</p>		<ol style="list-style-type: none"> <li>1. Identify an author’s or speaker’s point of view.</li> <li>2. Identify details that support an author’s or speaker’s point of view.</li> <li>3. Determine when argument and propaganda are being used in written, oral, and visual formats.</li> </ol>
<p><b>Standard 11:</b> Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.</p>		<ol style="list-style-type: none"> <li>1. Identify how an author’s claims are supported with evidence in a text.</li> </ol>

<p><b>Standard 12:</b> Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.</p>		<ol style="list-style-type: none"> <li>1. Use accommodations to access an informational text to read independently for a sustained period of time.</li> <li>2. Engage in small-group reading.</li> <li>3. Read signs, labels, menus, recipes, advertisements, coupons, etc.</li> <li>4. Read schedules, calendars, agendas.</li> <li>5. Read and respond to increasingly challenging levels of informational text.</li> <li>6. Read and follow instructions for completing daily living tasks.</li> <li>7. Read and follow instructions for completing leisure tasks.</li> <li>8. Read and follow instructions in the community.</li> <li>9. Read and follow instructions for completing a variety of forms to include those related to daily living, the community, and employment.</li> <li>10. Select and read a wide variety of print and digital materials.</li> <li>11. Read to proof and revise written work.</li> </ol>
<b>WRITING</b>	<b>(W)</b>	
<p><b>Standard 1:</b> Write arguments to support claims with clear reasons and relevant evidence.</p>		<ol style="list-style-type: none"> <li>1. Use appropriate vocabulary in writing, speaking, and presenting.</li> <li>2. Write to communicate an opinion or preference clearly with evidence.</li> <li>3. Use appropriate vocabulary to clearly express an opinion or preference with evidence (verbally and/or in writing).</li> </ol>
<p><b>Standard 2:</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of</p>		<ol style="list-style-type: none"> <li>1. Write goals for the future that reflect personal strengths and interests/preferences.</li> <li>2. Write a plan to reach a goal.</li> </ol>

content.		<ol style="list-style-type: none"> <li>3. Write an informative text to share information learned about a topic.</li> <li>4. Use technology to produce informative/explanatory documents.</li> <li>5. Collect information from a variety of resources and use it to create a written document.</li> </ol>
<b>Standard 3:</b> Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.		<ol style="list-style-type: none"> <li>1. Write narratives about real-life experiences.</li> <li>2. Write narratives about hopes and dreams for the future.</li> <li>3. Organize written information sequentially.</li> <li>4. Demonstrate effective oral communication in a variety of settings (formal, informal, school).</li> <li>5. Use technology to produce narrative documents.</li> </ol>
<b>Standard 4:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		<ol style="list-style-type: none"> <li>1. Use the basic conventions of Standard English.</li> <li>2. Write using complete sentences.</li> <li>3. Answer questions/fill in blanks on a variety of forms using basic conventions of Standard English.</li> </ol>
<b>Standard 5:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		<ol style="list-style-type: none"> <li>1. Write complete sentences using correct capitalization, punctuation, and spelling.</li> <li>2. Identify and use accommodations for writing using basic conventions of Standard English.</li> </ol>
<b>Standard 6:</b> Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.		<ol style="list-style-type: none"> <li>1. Write to complete a variety of forms for daily living, community activities, employment activities, and leisure activities.</li> <li>2. Use technology to write for a variety of purposes (i.e. to communicate with others, to share information on chosen social media sites, to search for information).</li> </ol>

		<ol style="list-style-type: none"> <li>3. Write appointments and events.</li> <li>4. Write in a print or digital agenda to organize tasks for personal, educational, or employment purposes.</li> <li>5. Communicate by electronic communication devices.</li> <li>6. Identify and use appropriate individual accommodations to write for a variety of purposes.</li> <li>7. Write personal data.</li> <li>8. Write a letter, address an envelope.</li> <li>9. Write emails for various purposes. Use standard conventions of English in emails.</li> </ol>
<b>COMMUNICATION</b>	<b>I</b>	
<p><b>Standard 1:</b> Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.</p>		<ol style="list-style-type: none"> <li>1. Use standard conventions of English to self-advocate preferences, interests, wants, and needs to others.</li> <li>2. Engage in conversations with peers using appropriate language.</li> <li>3. Take turns appropriately in conversation.</li> <li>4. Communicate by telephone using appropriate phone etiquette and standard conventions of English (talk and text).</li> <li>5. Demonstrate appropriate tone, volume, inflection, enunciation, pronunciation, eye contact, and body language when communicating with others (If needed, identify and use accommodations to demonstrate this skill).</li> </ol>
<p><b>Standard 2:</b> Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.</p>		<ol style="list-style-type: none"> <li>1. Clearly communicate a narrative of events that have happened or events that may happen.</li> <li>2. Clearly communicate goals (educational,</li> </ol>

		<p>community experiences, leisure, and employment).</p> <ol style="list-style-type: none"> <li>Clearly communicate feelings to others in an appropriate manner (i.e. anger, sorrow, confusion, happiness).</li> <li>Demonstrate effective oral communication in personal situations.</li> </ol>
<b>Standard 3:</b> Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.		<ol style="list-style-type: none"> <li>Communicate using various modalities such as verbally, written, electronically.</li> <li>Identify and use appropriate accommodations for the clear communication of one's thoughts.</li> </ol>
<b>Standard 4:</b> Critique how a speaker addresses content and uses craft techniques that stylistically and structurally inform, engage, and impact audiences and convey messages.		<ol style="list-style-type: none"> <li>Make inferences when listening to the words of others.</li> <li>Identify the point of view of a speaker.</li> <li>Use effective listening and viewing skills in a variety of situations.</li> <li>Expand vocabulary through listening.</li> <li>Demonstrate effective listening skills by following directions with accuracy.</li> <li>Select and listen to a variety of non-print and/or electronic materials.</li> </ol>
<b>Standard 5:</b> Incorporate craft techniques to engage and impact audiences and convey messages.		<ol style="list-style-type: none"> <li>Identify appropriate topics and strategies for communication for a given audience.</li> <li>Use appropriate vocabulary for different settings (ex. School/work vs. home/leisure).</li> <li>Identify appropriate modality for communicating with an individual or audience (ex. Should one call or email? Talk in person?).</li> </ol>

### Essentials of English III

Essentials of English III emphasize the English III course of study aligned to the South Carolina College-and Career-Ready Standards and the Profile of the South Carolina Graduate. This course will provide an integrated model of literacy and self-determination skills necessary for daily living and the world of work. This course will focus on reading, written and oral expression of information required in a variety of daily living and employment settings.

Standard		Competency Goals
<i><b>INQUIRY-BASED LITERACY</b></i>	<b>(I)</b>	
<p><b>Standard 1:</b> Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.</p>		<ol style="list-style-type: none"> <li>1. Use personal learning strategies to gain meaning from written material.</li> <li>2. Determine when more information is needed and ask appropriate questions in a variety of situations when interacting with a variety of texts, media, and modalities.</li> <li>3. Identify when more information is needed and use references, navigate libraries, use technology etc. to locate information.</li> </ol>
<p><b>Standard 2:</b> Transact with text to formulate questions, propose explanations, and consider alternative views and multiple perspectives.</p>		<ol style="list-style-type: none"> <li>1. Read to gain information needed in daily living.</li> <li>2. Read and comprehend information from a variety of text.</li> <li>3. Identify alternative and multiple perspectives in a text.</li> <li>4. Identify multiple perspectives in real-life situations.</li> <li>5. Follow simple oral and written directions given in a variety of situations.</li> </ol>
<p><b>Standard 3:</b> Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.</p>		<ol style="list-style-type: none"> <li>1. Gather needed information from a variety of sources.</li> <li>2. Identify and use various sequential patterns to organize information.</li> <li>3. Compare/Contrast multiple texts on a given</li> </ol>

		topic.
<b>Standard 4:</b> Synthesize information to share learning and/or take action.		<ol style="list-style-type: none"> <li>1. Use a variety of sources to obtain information needed for a variety of purposes...daily life activities, employment, training, leisure interests.</li> <li>2. Use information obtained from a variety of sources to take action for a variety of purposes to include daily life activities, employment activities, educational activities, leisure activities, social activities.</li> <li>3. Read multiple texts from multiple media formats on a topic and share information with others.</li> <li>4. Use technology to share information learned from text with others.</li> <li>5. Evaluate multiple sources of information presented in different media or formats for problem solving.</li> </ol>
<b>Standard 5:</b> Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.		<ol style="list-style-type: none"> <li>1. Use information obtained from text to guide the development of personal and educational goals and plans to reach those goals.</li> <li>2. Use feedback to guide the process of creating and working toward goal-setting.</li> <li>3. Reflect upon goals and plans to determine if plans must be revised.</li> <li>4. Reflect upon goal setting and plans to determine if more information is needed.</li> </ol>
<b><i>READING LITERARY TEXT</i></b>	<b>(RL)</b>	
<b>Standard 1:</b> Demonstrate understanding of the organization and basic features of print.		<ol style="list-style-type: none"> <li>1. Identify and use sequential patterns of text to organize information.</li> <li>2. Indicate title, author, illustrator, chapters in a literary text.</li> </ol>
<b>Standard 2:</b> Demonstrate understanding of spoken words,		<ol style="list-style-type: none"> <li>1. Follow multiple step oral directions.</li> </ol>

syllables, and sounds.		<ol style="list-style-type: none"> <li>2. Use appropriate vocabulary in speaking in a variety of settings.</li> <li>3. Demonstrate the basic conventions of Standard English.</li> <li>4. Demonstrate increase in vocabulary as it relates to informal conversation, daily living, community, and leisure.</li> </ol>
<b>Standard 3:</b> Know and apply grade-level phonics and word analysis skills in decoding words.		<ol style="list-style-type: none"> <li>1. Increase reading fluency through word study.</li> <li>2. Identify accommodations needed in accessing text and use accommodations with fidelity.</li> </ol>
<b>Standard 4:</b> Read with sufficient accuracy and fluency to support comprehension.		<ol style="list-style-type: none"> <li>1. Increase fluency through word study.</li> <li>2. Identify accommodations needed in accessing text and use accommodations with fidelity.</li> <li>3. Access and use accommodations embedded in technology when reading on a device.</li> </ol>
<b>Standard 5:</b> Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.		<ol style="list-style-type: none"> <li>1. 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; investigate multiple supported academic interpretations.</li> </ol>
<b>Standard 6:</b> Summarize key details and ideas to support analysis of thematic development.		<ol style="list-style-type: none"> <li>1. Analyze the development of related themes across multiple texts citing evidence to support analysis; provide an objective summary.</li> </ol>
<b>Standard 7:</b> Analyze the relationship among ideas, themes, or topics in multiple media formats and in visual, auditory, and kinesthetic modalities.		<ol style="list-style-type: none"> <li>1. Compare/contrast ideas or topics in multiple media formats.</li> <li>2. Make connections between text and real life experiences based on learning styles.</li> </ol>
<b>Standard 8:</b> Analyze characters, settings, events, and ideas as they develop and interact within a particular context.		<ol style="list-style-type: none"> <li>1. Can determine how setting shapes the characters and/or plot and how particular elements of a narrative or drama interact; understand how context influences plot,</li> </ol>

		setting, and characters.
<b>Standard 9:</b> Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.		1. Analyze and interpret the impact of the author’s use of diction, conventions, figurative language, and/or language that is particularly fresh, engaging, or beautiful.
<b>Standard 10:</b> Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.		1. Use context clues to determine the meanings of words and phrases. 2. Use references such as a dictionary or online resources to determine word meanings.
<b>Standard 11:</b> Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style.		1. Analyze how point of view and author’s perspective and purpose shape content, meaning, and style, and conveys cultural experience.
<b>Standard 12:</b> Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.		1. Analyze how an author’s choices concerning how to structure texts, order events within the text, and manipulate time create different effects.
<b>Standard 13:</b> Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.		1. Use accommodations to access a text to read independently for a sustained period of time. 2. Engage in small-group reading. 3. Read and respond to increasingly challenging levels of text. 4. Select and read a wide variety of print and digital materials.
<b><i>READING INFORMATIONAL TEXT</i></b>	<b>(RI)</b>	
<b>Standard 1:</b> Demonstrate understanding of the organization and basic features of print.		1. Use organizational structures, such as guide-words, table of contents, index...to locate needed information. 2. Identify types of reference text and their purposes. 3. Identify types of text and their purposes. 4. Use reference text to locate information about a topic.

<p><b>Standard 2:</b> Demonstrate understanding of spoken words, syllables, and sounds.</p>		<ol style="list-style-type: none"> <li>1. Follow multiple step oral directions.</li> <li>2. Use appropriate vocabulary in speaking.</li> <li>3. Demonstrate the basic conventions of Standard English.</li> <li>4. Demonstrate increase in vocabulary as it relates to informal conversation, daily living, community, leisure, and employment.</li> <li>5. Answer questions presented orally with relevant information, using appropriate vocabulary and demonstrating the basic conventions of Standard English.</li> </ol>
<p><b>Standard 3:</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p>		<ol style="list-style-type: none"> <li>1. Increase reading fluency through word study.</li> <li>2. Identify accommodations needed in accessing text and use accommodations with fidelity.</li> </ol>
<p><b>Standard 4:</b> Read with sufficient accuracy and fluency to support comprehension.</p>		<ol style="list-style-type: none"> <li>1. Increase fluency through word study.</li> <li>2. Identify accommodations needed in accessing text and use accommodations with fidelity.</li> <li>3. Access and use accommodations embedded in technology when reading on a device.</li> </ol>
<p><b>Standard 5:</b> Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.</p>		<ol style="list-style-type: none"> <li>1. Read and comprehend various informational texts.</li> <li>2. Use evidence from an informational text to make a prediction.</li> <li>3. Identify the purpose of a given informational text (i.e. instructions, guide, reference, learning, persuasive, etc.).</li> </ol>
<p><b>Standard 6:</b> Summarize key details and ideas to support analysis of central ideas.</p>		<ol style="list-style-type: none"> <li>1. Determine two or more central ideas of a text and analyze their development over the course of a text including how they interact and build on one another to provide a complex analysis of the topic; provide an objective summary of the text.</li> </ol>
<p><b>Standard 7:</b> Research events, topics, ideas, or concepts through</p>		<ol style="list-style-type: none"> <li>1. Read to gain information from various media</li> </ol>

<p>multiple media formats and in visual, auditory, and kinesthetic modalities.</p>		<p>formats needed for daily living based on learning styles.</p> <ol style="list-style-type: none"> <li>2. Read to gain information from various media formats for community participation.</li> <li>3. Read to gain information from various media formats related to choice-making in interests and preferences.</li> <li>4. Identify appropriate sources to locate specific information related to self-advocacy.</li> </ol>
<p><b>Standard 8:</b> Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.</p>		<ol style="list-style-type: none"> <li>1. Analyze and evaluate the effectiveness of the text features and structure an author uses to shape meaning and tone.</li> </ol>
<p><b>Standard 9:</b> Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</p>		<ol style="list-style-type: none"> <li>1. Use context clues to determine the meanings of words and phrases in text and in conversations.</li> <li>2. Explain the definitions of terms related to daily living.</li> <li>3. Explain the definitions of terms related to community.</li> <li>4. Explain the definitions of terms related to choice-making and topics of interests.</li> </ol>
<p><b>Standard 10:</b> Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style.</p>		<ol style="list-style-type: none"> <li>1. Determine an author’s point of view or purpose in a text; analyzing how style and content contribute to the power, persuasiveness.</li> </ol>
<p><b>Standard 11:</b> Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.</p>		<ol style="list-style-type: none"> <li>1. Identify how an author’s claims are supported with evidence in a text.</li> </ol>
<p><b>Standard 12:</b> Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.</p>		<ol style="list-style-type: none"> <li>1. Use accommodations to access an informational text to read independently for a sustained period of time.</li> <li>2. Engage in small-group reading.</li> </ol>

		<ol style="list-style-type: none"> <li>3. Read signs, labels, menus, recipes, advertisements, coupons, etc.</li> <li>4. Read a bill.</li> <li>5. Read a pay stub.</li> <li>6. Read schedules, calendars, agendas.</li> <li>7. Read and respond to increasingly challenging levels of informational text.</li> <li>8. Read and follow instructions for completing daily living tasks.</li> <li>9. Read and follow instructions for completing leisure tasks.</li> <li>10. Read and follow instructions in the community.</li> <li>11. Read employment ads.</li> <li>12. Read and follow instructions for completing a variety of forms to include those related to daily living, the community, and employment.</li> <li>13. Select and read a wide variety of print and digital materials.</li> <li>14. Read to proof and revise written work.</li> </ol>
<b><i>WRITING</i></b>	<b>(W)</b>	
<b>Standard 1:</b> Write arguments to support claims with clear reasons and relevant evidence.		<ol style="list-style-type: none"> <li>1. Write arguments that: a. introduces a clearly articulated and well-informed claim, establish the significance of the claim and differentiate between the claim and counterclaims; b. use relevant information from multiple print and multimedia sources.</li> <li>2. Use appropriate vocabulary in writing, speaking, and presenting.</li> </ol>
<b>Standard 2:</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of		<ol style="list-style-type: none"> <li>1. Write goals for the future that reflect personal strengths and interests/preferences.</li> <li>2. Write a plan to reach a goal.</li> </ol>

content.		<ol style="list-style-type: none"> <li>3. Write an informative text to share information learned about a topic.</li> <li>4. Use technology to produce informative/explanatory documents.</li> <li>5. Collect information from a variety of resources and use it to create a written document.</li> </ol>
<b>Standard 3:</b> Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.		<ol style="list-style-type: none"> <li>1. Develop a topic thoroughly by selecting significant and relevant facts, extended definitions, concrete details or other information and examples appropriate to the audience.</li> <li>2. Include a conclusion to the narrative.</li> <li>3. Develop and strengthen writing as needed by planning, revising, editing, rewriting.</li> <li>4. Use technology to produce narrative documents.</li> </ol>
<b>Standard 4:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		<ol style="list-style-type: none"> <li>1. Use the basic conventions of Standard English.</li> <li>2. Write using complete sentences.</li> <li>3. Answer questions/fill in blanks on a variety of forms using basic conventions of Standard English.</li> <li>4. Resolve issues consulting references as needed.</li> </ol>
<b>Standard 5:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		<ol style="list-style-type: none"> <li>1. Write complete sentences using correct capitalization, punctuation, and spelling.</li> <li>2. Identify and use accommodations for writing using basic conventions of standard English.</li> </ol>
<b>Standard 6:</b> Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.		<ol style="list-style-type: none"> <li>1. Write to complete a variety of forms for daily living, community activities, employment activities, and leisure activities.</li> <li>2. Use technology to write for a variety of</li> </ol>

		<p>purposes (i.e. to communicate with others, to share information on chosen social media sites, to search for information).</p> <ol style="list-style-type: none"> <li>3. Write appointments and events.</li> <li>4. Write in a print or digital agenda to organize tasks for personal, educational, or employment purposes.</li> <li>5. Communicate by electronic communication devices.</li> <li>6. Identify and use appropriate individual accommodations to write for a variety of purposes.</li> <li>7. Write personal data.</li> <li>8. Write a letter, address an envelope.</li> <li>9. Write emails for various purposes. Use standard conventions of English in emails.</li> </ol>
<b>COMMUNICATION</b>	<b>I</b>	
<p><b>Standard 1:</b> Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.</p>		<ol style="list-style-type: none"> <li>1. Use standard conventions of English to self-advocate preferences, interests, wants, needs to others.</li> <li>2. Engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts, and elements of text, reflecting, constructing, and articulating new understandings.</li> <li>3. Communicate by telephone using appropriate phone etiquette and standard conventions of English (talk and text).</li> <li>4. Demonstrate appropriate tone, volume, inflection, enunciation, pronunciation, eye contact, and body language when communicating with others (If needed, identify and use accommodations to demonstrate this skill).</li> </ol>

<p><b>Standard 2:</b> Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.</p>		<ol style="list-style-type: none"> <li>1. Distinguish between credible and non-credible sources of information.</li> <li>2. Clearly communicate a narrative of events that have happened or events that may happen.</li> <li>3. Adapt speech to a variety of contexts and tasks, using Standard English when indicated or appropriate.</li> </ol>
<p><b>Standard 3:</b> Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.</p>		<ol style="list-style-type: none"> <li>1. Construct engaging visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.</li> </ol>
<p><b>Standard 4:</b> Critique how a speaker addresses content and uses craft techniques that stylistically and structurally inform, engage, and impact audiences and convey messages.</p>		<ol style="list-style-type: none"> <li>1. Make inferences when listening to the words of others.</li> <li>2. Identify the point of view of a speaker.</li> <li>3. Use effective listening and viewing skills in a variety of situations.</li> <li>4. Expand vocabulary through listening.</li> <li>5. Demonstrate effective listening skills by following directions with accuracy.</li> <li>6. Select and listen to a variety of non-print and/or electronic materials.</li> </ol>
<p><b>Standard 5:</b> Incorporate craft techniques to engage and impact audiences and convey messages.</p>		<ol style="list-style-type: none"> <li>1. Identify appropriate topics and strategies for communication for a given audience.</li> <li>2. Use appropriate vocabulary for different settings (ex. School/work vs. home/leisure).</li> <li>3. Identify appropriate modality for communicating with an individual or audience (ex. Should one call or email? Talk in person?).</li> </ol>

## Essentials of English IV

Essentials of English IV emphasize English Language Arts literacy concepts that are aligned to the South Carolina College-and Career-Ready Standards and the Profile of the South Carolina Graduate. This course will provide an integrated model of literacy and self-determination skills necessary for daily living and the world of work. This course will focus on the integration of reading, written and oral expression through technology and research for daily living, employment, self-advocacy and social purposes.

Standard		Competency Goals
<b><i>INQUIRY-BASED LITERACY</i></b>	<b>(I)</b>	
<p><b>Standard 1:</b> Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.</p>		<ol style="list-style-type: none"> <li>1. Use personal learning strategies to gain meaning from written material.</li> <li>2. Determine when more information is needed and ask appropriate questions in a variety of situations when interacting with a variety of texts, media, and modalities.</li> <li>3. Identify when more information is needed and use references, navigate libraries, use technology etc. to locate information.</li> </ol>
<p><b>Standard 2:</b> Transact with text to formulate questions, propose explanations, and consider alternative views and multiple perspectives.</p>		<ol style="list-style-type: none"> <li>1. Read to gain information needed in daily living.</li> <li>2. Read and comprehend information from a variety of text.</li> <li>3. Identify alternative and multiple perspectives in a text.</li> <li>4. Identify multiple perspectives in real-life situations for social purposes.</li> <li>5. Follow simple oral and written directions given in a variety of situations.</li> </ol>
<p><b>Standard 3:</b> Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.</p>		<ol style="list-style-type: none"> <li>1. Gather needed information from a variety of sources.</li> <li>2. Identify and use various sequential patterns to organize information.</li> <li>3. Compare/Contrast multiple texts on a given</li> </ol>

		topic.
<b>Standard 4:</b> Synthesize information to share learning and/or take action.		<ol style="list-style-type: none"> <li>1. As self-advocacy, use a variety of sources to obtain information needed for a variety of purposes...daily life activities, employment, training, leisure interests.</li> <li>2. Use information obtained from a variety of sources to take action for a variety of purposes to include daily life activities, employment activities, educational activities, leisure activities, and social activities.</li> <li>3. Read multiple texts from multiple media formats on a topic and share information with others.</li> <li>4. Use technology to share information learned from text with others.</li> <li>5. Evaluate multiple sources of information presented in different media or formats for problem solving.</li> </ol>
<b>Standard 5:</b> Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.		<ol style="list-style-type: none"> <li>1. Use information obtained from text to guide the development of personal and educational goals and plans to reach those goals.</li> <li>2. Use feedback to guide the process of creating and working toward goal-setting.</li> <li>3. Reflect upon goals and plans to determine if plans must be revised.</li> <li>4. Reflect upon goal setting and plans to determine if more information is needed.</li> </ol>
<b><i>READING LITERARY TEXT</i></b>	<b>(RL)</b>	
<b>Standard 1:</b> Demonstrate understanding of the organization and basic features of print.		<ol style="list-style-type: none"> <li>1. Identify and use sequential patterns of text to organize information.</li> <li>2. Indicate title, author, illustrator, and chapters in a literary text.</li> </ol>
<b>Standard 2:</b> Demonstrate understanding of spoken words,		<ol style="list-style-type: none"> <li>1. Follow multiple step oral directions.</li> </ol>

syllables, and sounds.		<ol style="list-style-type: none"> <li>2. Use appropriate vocabulary in speaking in a variety of settings.</li> <li>3. Demonstrate the basic conventions of standard English.</li> <li>4. Demonstrate increase in vocabulary as it relates to informal conversation, daily living, community, and leisure.</li> </ol>
<b>Standard 3:</b> Know and apply grade-level phonics and word analysis skills in decoding words.		<ol style="list-style-type: none"> <li>1. Increase reading fluency through word study.</li> <li>2. Identify accommodations needed in accessing text and use accommodations with fidelity.</li> </ol>
<b>Standard 4:</b> Read with sufficient accuracy and fluency to support comprehension.		<ol style="list-style-type: none"> <li>1. Increase fluency through word study.</li> <li>2. Identify accommodations needed in accessing text and use accommodations with fidelity.</li> <li>3. Access and use accommodations embedded in technology when reading on a device.</li> </ol>
<b>Standard 5:</b> Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.		<ol style="list-style-type: none"> <li>1. 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; investigate multiple supported academic interpretations.</li> </ol>
<b>Standard 6:</b> Summarize key details and ideas to support analysis of thematic development.		<ol style="list-style-type: none"> <li>1. Analyze the development of related themes across multiple texts citing evidence to support analysis; provide an objective summary.</li> </ol>
<b>Standard 7:</b> Analyze the relationship among ideas, themes, or topics in multiple media formats and in visual, auditory, and kinesthetic modalities.		<ol style="list-style-type: none"> <li>1. Compare/contrast ideas or topics in multiple media formats.</li> <li>2. Make connections between text and real life experiences based on learning styles.</li> </ol>
<b>Standard 8:</b> Analyze characters, settings, events, and ideas as they develop and interact within a particular context.		<ol style="list-style-type: none"> <li>1. Can determine how setting shapes the characters and/or plot and how particular elements of a narrative or drama interact; understand how context influences plot,</li> </ol>

		setting, and characters.
<b>Standard 9:</b> Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.		1. Evaluate the impact of the author's use of diction, conventions, figurative language, and/or language that is particularly fresh, engaging, or beautiful on meaning and tone.
<b>Standard 10:</b> Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.		1. Use context clues to determine the meanings of words and phrases. 2. Use references such as a dictionary or online resources to determine word meanings.
<b>Standard 11:</b> Analyze and provide evidence of how the author's choice of point of view, perspective, and purpose shape content, meaning, and style.		1. Analyze how point of view and author's perspective and purpose shape content, meaning, and style, and conveys cultural experience.
<b>Standard 12:</b> Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.		1. Analyze how an author's choices concerning how to structure texts, order events within the text, and manipulate time create different effects.
<b>Standard 13:</b> Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.		1. Select, read, and respond to a variety of print and digital text as self-directed, critical readers and thinkers.
<b><i>READING INFORMATIONAL TEXT</i></b>	<b>(RI)</b>	
<b>Standard 1:</b> Demonstrate understanding of the organization and basic features of print.		1. Use organizational structures, such as guide-words, table of contents, index...to locate needed information. 2. Identify types of reference text and their purposes. 3. Identify types of text and their purposes. 4. Use reference text to locate information about a topic.
<b>Standard 2:</b> Demonstrate understanding of spoken words, syllables, and sounds.		1. Follow multiple step oral directions. 2. Use appropriate vocabulary in speaking. 3. Demonstrate the basic conventions of

		<p>standard English.</p> <ol style="list-style-type: none"> <li>4. Demonstrate increase in vocabulary as it relates to informal conversation, daily living, community, leisure, and employment.</li> <li>5. Answer questions presented orally with relevant information, using appropriate vocabulary and demonstrating the basic conventions of standard English.</li> </ol>
<b>Standard 3:</b> Know and apply grade-level phonics and word analysis skills in decoding words.		<ol style="list-style-type: none"> <li>1. Increase reading fluency through word study.</li> <li>2. Identify accommodations needed in accessing text and use accommodations with fidelity.</li> </ol>
<b>Standard 4:</b> Read with sufficient accuracy and fluency to support comprehension.		<ol style="list-style-type: none"> <li>1. Increase fluency through word study.</li> <li>2. Identify accommodations needed in accessing text and use accommodations with fidelity.</li> <li>3. Access and use accommodations embedded in technology when reading on a device.</li> </ol>
<b>Standard 5:</b> Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.		<ol style="list-style-type: none"> <li>1. Read and comprehend various informational text.</li> <li>2. Use evidence from an informational text to make a prediction.</li> <li>3. Identify the purpose of a given informational text (i.e. instructions, guide, reference, learning, persuasive, etc.).</li> </ol>
<b>Standard 6:</b> Summarize key details and ideas to support analysis of central ideas.		<ol style="list-style-type: none"> <li>1. Determine two or more central ideas of a text and analyze their development over the course of a text including how they interact and build on one another to provide a complex analysis of the topic; provide an objective summary of the text.</li> </ol>
<b>Standard 7:</b> Research events, topics, ideas, or concepts through multiple media formats and in visual, auditory, and kinesthetic modalities.		<ol style="list-style-type: none"> <li>1. Read to gain information from various media formats needed for daily living based on learning styles.</li> <li>2. Read to gain information from various media</li> </ol>

		<p>formats for community participation.</p> <ol style="list-style-type: none"> <li>3. Read to gain information from various media formats related to choice-making in interests and preferences.</li> <li>4. Identify appropriate sources to locate specific information related to self-advocacy.</li> </ol>
<b>Standard 8:</b> Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.		<ol style="list-style-type: none"> <li>1. Evaluate the use of different mediums, modalities, or formats impacts the reader’s understanding of events, topics, concepts, and ideas in argument or informative texts.</li> </ol>
<b>Standard 9:</b> Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.		<ol style="list-style-type: none"> <li>1. Use context clues to determine the meanings of words and phrases in text and in conversations.</li> <li>2. Explain the definitions of terms related to daily living.</li> <li>3. Explain the definitions of terms related to community.</li> <li>4. Explain the definitions of terms related to choice-making and topics of interests.</li> </ol>
<b>Standard 10:</b> Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style.		<ol style="list-style-type: none"> <li>1. Determine an author’s point of view or purpose in a text; analyzing how style and content contribute to the power, persuasiveness.</li> </ol>
<b>Standard 11:</b> Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.		<ol style="list-style-type: none"> <li>1. Identify how an author’s claims are supported with evidence in a text.</li> </ol>
<b>Standard 12:</b> Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.		<ol style="list-style-type: none"> <li>1. Use accommodations to access an informational text to read independently for a sustained period of time.</li> <li>2. Engage in small-group reading.</li> <li>3. Read signs, labels, menus, recipes, advertisements, coupons, etc.</li> <li>4. Read a bill.</li> </ol>

		<ol style="list-style-type: none"> <li>5. Read a paystub.</li> <li>6. Read schedules, calendars, agendas</li> <li>7. Read and respond to increasingly challenging levels of informational text.</li> <li>8. Read and follow instructions for completing daily living tasks.</li> <li>9. Read and follow instructions for completing leisure tasks.</li> <li>10. Read and follow instructions in the community.</li> <li>11. Read employment ads.</li> <li>12. Read and follow instructions for completing a variety of forms to include those related to daily living, the community, and employment.</li> <li>13. Select and read a wide variety of print and digital materials.</li> <li>14. Read to proof and revise written work.</li> </ol>
<b>WRITING</b>	<b>(W)</b>	
<b>Standard 1:</b> Write arguments to support claims with clear reasons and relevant evidence.		<ol style="list-style-type: none"> <li>1. Write arguments that: a. introduce a clearly articulated and well-informed claim, establish the significance of the claim and differentiate between the claim and counterclaims; b. use relevant information from multiple print and multimedia sources.</li> <li>2. Use appropriate vocabulary in writing, speaking, and presenting.</li> </ol>
<b>Standard 2:</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.		<ol style="list-style-type: none"> <li>1. Write goals for the future that reflect personal strengths and interests/preferences.</li> <li>2. Write a plan to reach a goal.</li> <li>3. Write an informative text to share information learned about a topic.</li> <li>4. Use technology to produce</li> </ol>

		<p>informative/explanatory documents.</p> <p>5. Collect information from a variety of resources and use it to create a written document.</p>
<p><b>Standard 3:</b> Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p>		<ol style="list-style-type: none"> <li>1. Develop a topic thoroughly by selecting significant and relevant facts, extended definitions, concrete details or other information and examples appropriate to the audience.</li> <li>2. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> <li>3. Develop and strengthen writing as needed by planning, revising, editing, and rewriting.</li> <li>4. Use technology to produce narrative documents.</li> </ol>
<p><b>Standard 4:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>		<ol style="list-style-type: none"> <li>1. Use the basic conventions of standard English.</li> <li>2. Write using complete sentences.</li> <li>3. Answer questions/fill in blanks on a variety of forms using basic conventions of standard English.</li> <li>4. Resolve issues consulting references as needed.</li> </ol>
<p><b>Standard 5:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>		<ol style="list-style-type: none"> <li>1. Write complete sentences using correct capitalization, punctuation, and spelling.</li> <li>2. Identify and use accommodations for writing using basic conventions of standard English.</li> </ol>
<p><b>Standard 6:</b> Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.</p>		<ol style="list-style-type: none"> <li>1. Write to complete a variety of forms for daily living, community activities, employment activities, and leisure activities.</li> <li>2. Use technology to write for a variety of purposes (i.e. to communicate with others, to</li> </ol>

		<p>share information on chosen social media sites, and to search for information).</p> <ol style="list-style-type: none"> <li>3. Write appointments and events.</li> <li>4. Write in a print or digital agenda to organize tasks for personal, educational, or employment purposes.</li> <li>5. Communicate by electronic communication devices.</li> <li>6. Identify and use appropriate individual accommodations to write for a variety of purposes.</li> <li>7. Write personal data.</li> <li>8. Write a letter, address an envelope.</li> <li>9. Write emails for various purposes. Use standard conventions of English in emails.</li> </ol>
<b>COMMUNICATION</b>	<b>(C)</b>	
<p><b>Standard 1:</b> Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.</p>		<ol style="list-style-type: none"> <li>1. Use standard conventions of English to self-advocate preferences, interests, wants, needs to others.</li> <li>2. Engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts, and elements of text, reflecting, constructing, and articulating new understandings.</li> <li>3. Communicate by telephone using appropriate phone etiquette and standard conventions of English (talk and text).</li> <li>4. Demonstrate appropriate tone, volume, inflection, enunciation, pronunciation, eye contact, and body language when communicating with others (If needed, identify and use accommodations to demonstrate this skill).</li> </ol>

<p><b>Standard 2:</b> Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.</p>		<ol style="list-style-type: none"> <li>1. Distinguish between credible and non-credible sources of information.</li> <li>2. Clearly communicate a narrative of events that have happened or events that may happen.</li> <li>3. Adapt speech to a variety of contexts and tasks, using standard English when indicated or appropriate.</li> </ol>
<p><b>Standard 3:</b> Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.</p>		<ol style="list-style-type: none"> <li>1. Construct engaging visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.</li> </ol>
<p><b>Standard 4:</b> Critique how a speaker addresses content and uses craft techniques that stylistically and structurally inform, engage, and impact audiences and convey messages.</p>		<ol style="list-style-type: none"> <li>1. Make inferences when listening to the words of others.</li> <li>2. Identify the point of view of a speaker.</li> <li>3. Use effective listening and viewing skills in a variety of situations.</li> <li>4. Expand vocabulary through listening.</li> <li>5. Demonstrate effective listening skills by following directions with accuracy.</li> <li>6. Select and listen to a variety of non-print and/or electronic materials.</li> </ol>
<p><b>Standard 5:</b> Incorporate craft techniques to engage and impact audiences and convey messages.</p>		<ol style="list-style-type: none"> <li>1. Identify appropriate topics and strategies for communication for a given audience.</li> <li>2. Use appropriate vocabulary for different settings (ex. school/work vs. home/leisure).</li> <li>3. Identify appropriate modality for communicating with an individual or audience (ex. should one call or email? talk in person?).</li> </ol>

\* Any version of the word “write” should be read as compose/formulate.

## Essentials of Math I

Essentials of Math I emphasizes basic mathematical concepts needed to compute real world algebraic problems that are aligned to the South Carolina College and Career-Ready Standards and the Profile of the South Carolina Graduate. This course will allow students to make sense of problems and persevere in solving them as well as connect mathematical ideas and real-world situations through modeling. Students will use a variety of mathematical tools effectively and strategically.

Standard		Competency Goals
<b><i>WHOLE NUMBERS, NUMBER THEORY, NUMERATION AND REAL WORLD MATH, ARITHMETIC AND CALCULATION</i></b>	<b>(N)</b>	
<p><b>Standard 1:</b> Interpret the meanings of coefficients, factors, terms, and expressions based on their real-world contexts. Interpret complicated expressions as being composed of simpler expressions.</p> <p><b>Standard 2:</b> Write a function that describes a relationship between two quantities.</p> <p>a. Write a function that models a relationship between two quantities using both explicit expressions and a recursive process and by combining standard forms using addition, subtraction, multiplication and division to build new functions.</p> <p>b. Combine functions using the operations addition, subtraction, multiplication, and division to build new functions that describe the relationship between two quantities in mathematical and real-world situations.</p>		<ol style="list-style-type: none"> <li>1. Identify place value through 100,000 and decimals through .01.</li> <li>2. Recognize, read and write numbers 0-100.</li> <li>3. Read, write, and compare whole numbers.</li> <li>4. Identify the place value of a digit in a number.</li> <li>5. Compute with whole numbers to solve word problems.</li> <li>6. Demonstrate understanding of greater than, less than, and equal concepts.</li> <li>7. Count by multiples (Use patterns and sequences to establish concepts of patterns in math).</li> <li>8. Identify prime and composite numbers.</li> <li>9. Factor numbers.</li> <li>10. Find the least common multiple for pairs of numbers.</li> <li>11. Find the greatest common factor for pairs of numbers.</li> <li>12. Distinguish between odd and even numbers.</li> <li>13. Read and write whole numbers, fractions,</li> </ol>

		<p>decimals, and percent's.</p> <ol style="list-style-type: none"> <li>14. Develop and use order relations for whole numbers, fractions, and decimals.</li> <li>15. Understand and apply the rules governing how the basic math operations relate to each other.</li> <li>16. Apply mathematical skills to daily living activities in the household.</li> <li>17. Apply mathematical skills to entertainment and leisure activities.</li> <li>18. Recognize symbols/signs used for basic arithmetic operations of subtraction, addition, multiplication, and division.</li> <li>19. Demonstrate the knowledge of 4 basic arithmetic operations w/ whole numbers.</li> </ol>
<b><i>DECIMALS AND MONEY</i></b>	<b>(DM)</b>	
<p><b>Standard 1:</b> Create and solve equations and inequalities in one variable that model real-world problems involving linear, quadratic, simple rational, and exponential relationships. Interpret the solutions and determine whether they are reasonable.</p> <p><b>Standard 2:</b> Solve simple rational and radical equations in one variable and understand how extraneous solutions may arise.</p>		<ol style="list-style-type: none"> <li>1. Identify names and values of coins and currency.</li> <li>2. Write money amounts in words and numbers.</li> <li>3. Round money values to nearest dollar and dime.</li> <li>4. Add and subtract money.</li> <li>5. Find sums and differences with money.</li> <li>6. Write numbers in word form and in standard notation.</li> <li>7. Order numbers.</li> <li>8. Round decimals.</li> <li>9. Compute with decimals and whole numbers.</li> <li>10. Express fractions as decimals.</li> <li>11. Express numbers in scientific notation.</li> </ol>
<b><i>PERCENTAGES</i></b>	<b>(P)</b>	
<p><b>Standard 1:</b> Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model</p>		<ol style="list-style-type: none"> <li>1. Rename a percent as a decimal and a fraction in simplest form.</li> </ol>

<p>situations, and translate between two forms.</p>		<ol style="list-style-type: none"> <li>2. Rename a decimal and a fraction as a percent.</li> <li>3. Find the missing terms in a percent sentence.</li> <li>4. Use a proportion to find the missing term in a percent sentence.</li> <li>5. Solve work problems involving percentages and tax, commissions, interest, and tips.</li> <li>6. Calculate monthly payments on an installment plan.</li> </ol>
<p><b><i>MEASUREMENT – TIME, TEMPERATURE, LINEAR METRIC AND TRADITIONAL MEASUREMENT</i></b></p>	<p><b>(M)</b></p>	
<p><b>Standard 1:</b> Use units of measurement to guide the solution of multi-step tasks. Choose and interpret appropriate labels, units, and scales when constructing graphs and other data displays.</p> <p><b>Standard 2:</b> Label and define appropriate quantities in descriptive modeling contexts.</p> <p><b>Standard 3:</b> Choose a level of accuracy appropriate to limitations on measurement when reporting quantities in context.</p>		<ol style="list-style-type: none"> <li>1. Identify vocabulary associated w/time (noon, midnight, daylight savings time, am, and pm).</li> <li>2. Tell and record time using digital and analog clocks.</li> <li>3. Recognize and read times given using analog and digital clocks.</li> <li>4. Write time using numerical notations.</li> <li>5. Identify units of time (hr. = 60 min.; 24 hrs.=1 day; 12 months=1 yr.; 7 days=1 wk.; 52 wks.=1 yr.).</li> <li>6. Locate day, date, and month on calendar.</li> <li>7. Identify abbreviations for units of time (day, week, month, hour, minute, and year).</li> <li>8. Relate daily, weekly, monthly events to clock and calendar.</li> <li>9. Select and use appropriate units of measurement (linear and temperature: foot, yard, mile, degree Fahrenheit or Centigrade).</li> <li>10. Select and use appropriate tools for measurement.</li> <li>11. Students will solve 1 and 2-step math</li> </ol>

		<p>applications involving 4 basic arithmetic processes, measurements, money, time, and temperature, using problem-solving techniques.</p> <ol style="list-style-type: none"> <li>12. Measure line segments to the nearest tenth of a centimeter (nearest millimeter).</li> <li>13. Estimate accurately the best unit for measuring a distance.</li> <li>14. Change from one metric unit to another.</li> <li>15. Find area measured in square units.</li> <li>16. Find volume measured in cubic units.</li> <li>17. Find volume, or capacity, measured in liters.</li> <li>18. Convert units of liquid capacity.</li> <li>19. Convert units of weight.</li> <li>20. Use a ruler to help measure line segments.</li> <li>21. Convert units of length and distance.</li> <li>22. Find the perimeter of a given shape.</li> <li>23. Calculate the area within a shape.</li> <li>24. Compute the volume within a prism.</li> </ol>
<b><i>FRACTIONS</i></b>	<b>(F)</b>	
<p><b>Standard 1:</b> Rewrite expressions involving simple radicals and rational exponents in different forms.</p> <p><b>Standard 2:</b> Solve simple rational and radical equations in one variable and understand how extraneous solutions may arise.</p>		<ol style="list-style-type: none"> <li>1. Recognize fractional parts and equivalent fractions.</li> <li>2. Compare and order fractions.</li> <li>3. Add and subtract fractions w/like denominators.</li> <li>4. Multiply and divide fractions.</li> <li>5. Simplify fractions.</li> <li>6. Compare fractions and determine which is more than or less than.</li> <li>7. Rename mixed numbers and improper fractions.</li> <li>8. Compute with fractions and mixed numbers.</li> </ol>

## Essentials of Math II

Essential of Math II emphasizes basic mathematical concepts needed to compute real world algebraic problems that are aligned to the South Carolina College and Career-Ready Standards and the Profile of the South Carolina Graduate. This course will allow students to identify and utilize structure and patterns as well as communicate mathematically and approach mathematical situations with precision utilizing mathematical tools effectively.

Standard		Competency Goals
<b><i>BASIC ALGEBRA</i></b>	<b>(BA)</b>	
<p><b>Standard 1:</b> Create and solve equations and inequalities in one variable that model real-world problems involving linear, quadratic, simple rational, and exponential relationships. Interpret the solutions and determine whether they are reasonable. (Limit to linear; quadratic; exponential with integer exponents.)</p> <p><b>Standard 2:</b> Solve literal equations and formulas for a specified variable including equations and formulas that arise in a variety of disciplines.</p> <p><b>Standard 3:</b> Understand and justify that the steps taken when solving simple equations in one variable create new equations that have the same solution as the original.</p> <p><b>Standard 4:</b> Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.</p> <p><b>Standard 5:</b> Solve systems of linear equations algebraically and graphically focusing on pairs of linear equations in two variables. (Note: a and b are not Graduation Standards.)</p> <p>a. Solve systems of linear equations using the substitution method.</p> <p>b. Solve systems of linear equations using linear combination.</p> <p><b>Standard 6:</b> Graph functions from their symbolic representations. Indicate key features including intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior and periodicity. Graph simple cases by hand and use technology for complicated cases.</p>		<ol style="list-style-type: none"> <li>1. Apply algebraic properties to solve problems.</li> <li>2. Understand patterns and relationships.</li> <li>3. Understand the concepts of variables, expressions, equations, and/or inequalities.</li> <li>4. Add, subtract, and multiply polynomials.</li> <li>5. Create and solve equations.</li> <li>6. Understand how to factor simple equations.</li> <li>7. Add/Subtract/Multiply/Divide positive and negative integers.</li> <li>8. Understand how to work with exponents and square roots.</li> <li>9. Plot points on a coordinate plane.</li> <li>10. Graph linear equations on a coordinate plane activities in the household.</li> <li>11. Apply mathematical skills to entertainment and leisure activities.</li> <li>12. Recognize symbols/signs used for basic arithmetic operations of subtraction, addition, multiplication, and division.</li> <li>13. Demonstrate the knowledge of 4 basic arithmetic operations w/ whole numbers.</li> </ol>

<p><b>Standard 7:</b> Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or more generally as a polynomial function.</p> <p><b>Standard 8:</b> Add, subtract, and multiply polynomials and understand that polynomials are closed under these operations.</p> <p><b>Standard 9:</b> Create and solve equations and inequalities in one variable that model real-world problems involving linear, quadratic, simple rational, and exponential relationships. Interpret the solutions and determine whether they are reasonable.</p> <p><b>Standard 10:</b> Write a function that describes a relationship between two quantities. (Note: a. is not a Graduation Standard.)</p> <p>a. Write a function that models a relationship between two quantities using both explicit expressions and a recursive process and by combining standard forms using addition, subtraction, multiplication and division to build new functions.</p> <p>b. Combine functions using the operations addition, subtraction, multiplication, and division to build new functions that describe the relationship between two quantities in mathematical and real-world situations.</p>		
<p><b><i>BASIC CALCULATOR SKILLS FOR ALGEBRA</i></b></p>	<p><b>(BC)</b></p>	
<p>A mathematically literate student can:</p> <p><b>Use a variety of mathematical tools effectively and strategically.</b></p> <p>a. Select and use appropriate tools when solving a mathematical problem.</p> <p>b. Use technological tools and other external mathematical resources to explore and deepen understanding of concepts.</p>		<ol style="list-style-type: none"> <li>1. Use calculator to solve real world word problems.</li> <li>2. Use calculator to solve real world decimal problems.</li> <li>3. Use calculator to solve real world fraction and mixed number problems.</li> <li>4. Use calculator to solve algebraic math problems.</li> </ol>

### Essentials of Math III

Essentials of Math III emphasize the mathematical concepts needed to compute real world algebraic and geometric problems that are aligned to the South Carolina College and Career-Ready Standards and the Profile of the South Carolina Graduate. This course will allow students to identify and utilize structure and pattern as well as communicate mathematically and approach mathematical situations with precision utilizing mathematical tools effectively.

Standard		Competency Goals
<b><i>ONE STEP MATHEMATICAL OPERATIONS : QUANTITY, MONEY, TIME MEASUREMENT, FRACTION, DECIMALS, NEGATIVE NUMBERS</i></b>	(OS)	
<p><b>Standard 1:</b> Add, subtract, and multiply polynomials and understand that polynomials are closed under these operations. (Limit to linear; quadratic.)</p> <p><b>Standard 2:</b> Understand and justify that the steps taken when solving simple equations in one variable create new equations that have the same solution as the original.</p>		<ol style="list-style-type: none"> <li>1. Add, subtract, multiply, and divide using whole numbers.</li> <li>2. Add and subtract using positive and negative numbers.</li> <li>3. Change a quantity from one form to another using whole numbers, fractions, decimals, and percentages.</li> <li>4. Solve simple one step word problems in a systematic manner.</li> <li>5. Demonstrate a mastery of measurement using a ruler and tape measure.</li> </ol>
<b><i>MULTIPLE STEP PROBLEMS (REORDER INFORMATION): MONEY, TIME, FRACTIONS, DECIMALS, PERCENTAGES, MEASUREMENT, AVERAGES, PROPORTIONS, GRAPHS AND DIAGRAMS</i></b>	(MS)	
<p><b>Standard 1:</b> Relate the domain and range of a function to its graph and, where applicable, to the quantitative relationship it describes. (Limit to linear; quadratic; exponential.)</p> <p><b>Standard 2:</b> Analyze decisions and strategies using probability concepts.</p>		<ol style="list-style-type: none"> <li>1. Reorder information and eliminate information to solve problems.</li> <li>2. Calculate one-step conversion.</li> <li>3. One or two mathematical operations; addition, subtraction, multiplication or division on positive or negative numbers.</li> <li>4. Calculate averages, simple ratios, proportions</li> </ol>

		<p>and rates using whole numbers and decimals.</p> <ol style="list-style-type: none"> <li>5. Add simple fractions, decimals or percentages.</li> <li>6. Read and draw simple graphs and diagrams.</li> </ol>
<b><i>MULTIPLE STEP PROBLEMS (EXTRANEIOUS INFORMATION): FRACTIONS, DECIMALS, PERCENTAGES, MEASUREMENT, PERIMETER, AREA, PRODUCTION RATES, BEST DEALS</i></b>	<b>(EI)</b>	
<p><b>Standard 1:</b> Solve literal equations and formulas for a specified variable including equations and formulas that arise in a variety of disciplines.</p> <p><b>Standard 2:</b> Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.</p> <p><b>Standard 3:</b> Use units of measurement to guide the solution of multi-step tasks. Choose and interpret appropriate labels, units, and scales when constructing graphs and other data displays.</p>		<ol style="list-style-type: none"> <li>1. Separate the important facts from the information.</li> <li>2. Look up formulas and use them to perform one step conversions.</li> <li>3. Calculate using mixed units.</li> <li>4. Calculate perimeter and areas.</li> <li>5. Calculate percentage discounts or markups.</li> <li>6. Complete a balance sheet or order form.</li> <li>7. Calculate the best deal using one or two step calculations to compare costs.</li> </ol>
<b><i>PROBLEM SOLVING: MULTIPLE STEPS, FRACTIONS, DECIMALS, PERCENTAGES, AREA &amp; VOLUME, RATE PROBLEMS, BEST DEALS</i></b>	<b>(PS)</b>	
<p><b>Standard 1:</b> Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.</p> <p><b>Standard 2:</b> Solve literal equations and formulas for a specified variable including equations and formulas that arise in a variety of disciplines.</p> <p><b>Standard 3:</b> Understand and justify that the steps taken when solving simple equations in one variable create new equations that have the same solution as the original.</p>		<ol style="list-style-type: none"> <li>1. Solve complicated multiple step problems.</li> <li>2. Calculate using negative numbers, fractions, ratios, percentages, and mixed numbers.</li> <li>3. Calculate multiple rates.</li> <li>4. Compare ratios or use them to perform other calculations.</li> <li>5. Find areas and volumes of rectangles.</li> <li>6. Calculate the best deal using the result in another problem.</li> <li>7. Find mistakes in calculations.</li> </ol>

<p align="center"><b>REASONING SKILLS (CAREFUL READING): MULTIPLE STEPS, VOLUME AND AREA, RATIOS AND PROPORTIONS, BEST DEALS, TROUBLESHOOTING, UNKNOWN</b></p>	<p align="center"><b>(RS)</b></p>	
<p><b>Standard 1:</b> Explain the derivations of the formulas for the circumference of a circle, area of a circle, and volume of a cylinder, pyramid, and cone. Apply these formulas to solve mathematical and real-world problems.</p> <p><b>Standard 2:</b> Apply surface area and volume formulas for prisms, cylinders, pyramids, cones, and spheres to solve problems and justify results. Include problems that involve algebraic expressions, composite figures, geometric probability, and real-world applications.</p>		<ol style="list-style-type: none"> <li>1. Do several steps of reasoning and multiple calculations.</li> <li>2. Solve problems involving more than one unknown.</li> <li>3. Calculate the percentage of change.</li> <li>4. Calculate multiple areas and volumes of sphere, cylinders, and cones.</li> <li>5. Set up and manipulate complex ratios and proportions.</li> <li>6. Determine the best economic value of several alternatives.</li> <li>7. Find mistakes in multiple step calculations.</li> </ol>

## Essentials of Math IV

Essentials of Math IV aligns with the CATE Course 5131, Personal Finance and introduces students to the fundamentals of personal finance, which includes budgeting, obtaining credit, maintaining deposit accounts, understanding investments, understanding risk management, computing taxes, and analyzing the basic elements of finance.

Standard		Competency Goals
<b><i>MONEY MANAGEMENT</i></b>	<b>(MM)</b>	
<b>Standard 1:</b> Calculating Independent Living Costs.		<ol style="list-style-type: none"> <li>1. Learn how spending, saving and values impact finances.</li> <li>2. Set financial goals.</li> <li>3. Apply strategies to assist with spending decisions.</li> <li>4. Create a spending plan.</li> <li>5. Maintain a positive cash flow.</li> <li>6. Discuss what a contract is and different types of contracts that students would deal with.</li> </ol>
<b><i>CREDIT</i></b>	<b>(C)</b>	
<b>Standard 1:</b> Understanding Credit.		<ol style="list-style-type: none"> <li>1. Weigh the benefits and risks of borrowing</li> <li>2. Compare the costs and terms.</li> <li>3. Establish a good credit rating.</li> <li>4. Examine the rights and responsibilities of borrowers and lenders.</li> <li>5. Protect yourself from identity fraud.</li> </ol>
<b><i>EARNING POWER</i></b>	<b>(EP)</b>	
<b>Standard 1:</b> Careers and Income.		<ol style="list-style-type: none"> <li>1. Explore the payoffs of investing in yourself.</li> <li>2. Measure the value of employee benefits.</li> <li>3. Understand factors that impact personal tax liability and take home pay.</li> <li>4. Achieving your lifestyle and financial goals.</li> <li>5. How to deal with life and work changes.</li> </ol>

<b><i>SAVINGS AND INVESTING</i></b>	<b>(SI)</b>	
<b>Standard 1:</b> Budgeting and Financial Planning. <b>Standard 2:</b> Managing Savings and Checking Accounts.		<ol style="list-style-type: none"> <li>1. Explore how saving and investing can be used to build wealth.</li> <li>2. Explore how investing works.</li> <li>3. Explore the risks and rewards of several types of investments.</li> <li>4. Outline strategies to achieve investing goals.</li> <li>5. Outline a long range investment game plan.</li> </ol>
<b><i>FINANCIAL SERVICES</i></b>	<b>(FS)</b>	
<b>Standard 1:</b> Financial Responsibility and Decision Making. <b>Standard 2:</b> Managing Savings and Checking Accounts.		<ol style="list-style-type: none"> <li>1. Explain how services are used to handle business transaction.</li> <li>2. Select banking tools and technology to handle personal business transactions.</li> <li>3. Protect your personal account information.</li> <li>4. Select a financial service provider.</li> <li>5. Demonstrate how to manage spending and banking transactions.</li> </ol>
<b><i>INSURANCE</i></b>	<b>(I)</b>	
<b>Standard 1:</b> Understanding Insurance.		<ol style="list-style-type: none"> <li>1. Justify reasons to be insured.</li> <li>2. Investigate how insurance works.</li> <li>3. Choose insurance for specific needs and situations.</li> <li>4. Compare auto insurance options.</li> <li>5. Plan ahead to minimize insurance costs and costs of unexpected events.</li> </ol>
<b><i>TAXES</i></b>	<b>(T)</b>	
<b>Standard 1:</b> Personal Taxes. <b>Standard 2:</b> Preparing Tax Returns.		<ol style="list-style-type: none"> <li>1. Identify and explain purpose of taxes including vocabulary used with tax forms, types of taxes, assessment of taxes.</li> <li>2. Understand withholding forms, federal and state income tax forms.</li> <li>3. Understand taxes specific to the geographical area, deadlines, and penalties</li> </ol>

## Essentials of Science I

Essentials of Science I emphasize the biology course of study aligned to the South Carolina College-and Career-Ready Standards and the Profile of the South Carolina Graduate. This course will allow students to engage in problem solving, decision making, critical thinking, and applied learning to become scientifically literate and consumers of scientific information.

Standard		Competency Goals
<b><i>SCIENCE AND ENGINEERING PRACTICE</i></b>		
<b>Standard 1:</b> Student will use scientific and engineering practices to develop understanding of science topics related to biology.	<b>(SE)</b>	<ol style="list-style-type: none"> <li>1. Gather data related to science inquiry.</li> <li>2. Create scientific argument based on factual data and information.</li> <li>3. Formulate solutions for problems based on data and information gathered.</li> <li>4. Explore careers related to biology and environmental engineering.</li> </ol>
<b><i>CELLS AS A SYSTEM</i></b>		
<b>Standard 1:</b> Student will demonstrate the knowledge of the essential functions of cells and cell structures.	<b>(CS)</b>	<ol style="list-style-type: none"> <li>1. Identify the functions of carbohydrates, lipids, proteins, and nucleic acids.</li> <li>2. Explain how environment affects chemical reactions and enzyme activity.</li> <li>3. Compare and contrast viruses and cells.</li> <li>4. Compare the characteristics of plant, animal, and bacteria cells based on size, shape and structures.</li> <li>5. Explain the cell division and cell differentiation processes.</li> <li>6. Display knowledge of the cell cycle.</li> </ol>
<b><i>ENERGY TRANSFER</i></b>		
<b>Standard 1:</b> Student will be able to demonstrate knowledge that all organisms require energy to perform essential functions and that this energy is most often transferred from the Sun into chemical forms of various types.	<b>(ET)</b>	<ol style="list-style-type: none"> <li>1. Express the process of how photosynthesis transforms light energy into stored chemical energy.</li> <li>2. Explain how chemical elements in the sugar</li> </ol>

		<p>molecules produced by photosynthesis may interact with other elements to form amino acids, lipids, nucleic acids, or other large organic molecules.</p> <p>3. Understand that food is transformed into waste energy in the cells.</p>
<b><i>HEREDITY - INHERITANCE AND VARIATION OF TRAITS</i></b>	<b>(H)</b>	
<p><b>Standard 1:</b> Demonstrate an understanding of the specific workings of how traits and characteristics are transferred from one generation to the next.</p>		<ol style="list-style-type: none"> <li>1. Explain the relationship between DNA, genes, and chromosomes in coding the instructions for characteristic traits transferred from parent to offspring.</li> <li>2. Explain how genetic information (DNA) is copied for transmission to subsequent generations of cells (mitosis).</li> <li>3. Describe how the structure of DNA determines the structure of resulting proteins or RNA molecules that carry out the essential functions of life.</li> <li>4. Explain why the DNA of the daughter cells is different from the DNA of the parent cell.</li> <li>5. Construct explanations for how meiosis followed by fertilization ensures genetic variation among offspring within the same family and genetic diversity within populations of sexually reproducing organisms.</li> <li>6. Explain how mutations in DNA that occur during replication (1) can affect the proteins that are produced or the traits that result and (2) may or may not be inherited.</li> <li>7. Describe how changes to DNA may be used in the fields of medicine, agriculture, and forensic science.</li> </ol>

<i><b>ECOSYSTEMS DYNAMICS</b></i>	<b>(ED)</b>	
<p><b>Standard 1:</b> The student will demonstrate an understanding that ecosystems are complex, interactive systems that include both biological communities and physical components of the environment.</p>		<ol style="list-style-type: none"> <li>1. Compare the flow of energy and cycling of matter (water, carbon, nitrogen, and oxygen) through ecosystems and the significance of each.</li> <li>2. Analyze, interpret, and explain data that depict changes in the abiotic and biotic components of an ecosystem over time or space.</li> <li>3. Explain the carbon cycle to evaluate the effects of increasing atmospheric carbon dioxide on natural and agricultural ecosystems.</li> <li>4. Construct an explanation for the effects of greenhouse gases (such as carbon dioxide and methane) on the carbon cycle and global climate.</li> <li>5. Explain how changes in the biotic and abiotic components of various ecosystems over time affect the ability of an ecosystem to maintain homeostasis relative to food supply, available shelter, and disease.</li> <li>6. Construct ideas to reduce the impact of human activity (pollution, population growth, global warming, burning of fossil fuels and habitat destruction) on the health of an ecosystem.</li> </ol>

## Essentials of Science II

Essentials of Science II emphasizes the Physical Science course of study aligned to the South Carolina College-and Career-Ready Standards and the Profile of the South Carolina Graduate. This course will allow students to engage in core concepts (patterns; cause and effect; scale, proportion, and quantity; systems and system models; energy and matter; structure and function; and stability and change) to become scientifically literate and consumers of scientific information.

Standard		Competency Goals
<i><b>FORCES AND MOTION</b></i>	<b>(FM)</b>	
<p><b>Standard 1:</b> The student will demonstrate an understanding of how the interactions among objects and their subsequent motion can be explained and predicted using the concept of forces.</p>		<ol style="list-style-type: none"> <li>1. Compare weight and mass.</li> <li>2. Classify types of force (gravity, friction, magnetism).</li> <li>3. Illustrate the effects of force (including magnetism, gravity, and friction) on motion.</li> <li>4. Summarize the motion of an object in terms of position, direction, and speed.</li> <li>5. Explain how unbalanced forces affect the rate and direction of motion in objects.</li> <li>6. Explain ways to change the effect that friction has on the motion of objects (including changing the texture of the surfaces, changing the amount of surface area involved, and adding lubrication).</li> <li>7. Use a graph to illustrate the motion of an object.</li> <li>8. Explain how a change of force or a change in mass affects the motion of an object.</li> <li>9. Summarize the properties of magnets and electromagnets (including polarity, attraction/repulsion, and strength).</li> <li>10. Summarize the factors that affect the strength of an electromagnet.</li> <li>11. Determine safety procedures related to static electricity.</li> </ol>

		<p>12. Explain how the design of simple machines (including levers, pulleys, and inclined planes) helps reduce the amount of force required to do work.</p> <p>13. Illustrate ways that simple machines exist in common tools and in complex machines.</p>
<b><i>PROPERTIES OF LIGHT AND ENERGY</i></b>	<b>(PL)</b>	
<b>Standard 1:</b> The student will demonstrate an understanding of how the interactions among objects can be explained and predicted using the concept of the law of conservation of energy.		<ol style="list-style-type: none"> <li>1. Summarize the functions of the components of complete circuits (including wire, switch, battery, and light bulb).</li> <li>2. Classify materials as either conductors or insulators of electricity.</li> <li>3. Explain how electricity, as a form of energy, can be transformed into other forms of energy (including light, heat, and sound).</li> <li>4. Locate and utilize information on how to use everyday machines such as automobiles, hair dryer, refrigerators, microwaves, and washing machines.</li> </ol>
<b>Standard 2:</b> Use mathematical and computational thinking to analyze problems dealing with the power output of electric devices.		<ol style="list-style-type: none"> <li>1. Determine safety procedures related to power output and everyday machines such as automobiles, hair dryer, refrigerators, microwaves, and washing machines.</li> </ol>
<b>Standard 3:</b> Plan and conduct controlled scientific investigations to determine how connecting resistors in series and in parallel affects the power (brightness) of light bulbs.		<ol style="list-style-type: none"> <li>1. Summarize the basic properties of light (including brightness and colors).</li> <li>2. Illustrate the fact that light, as a form of energy, is made up of many different colors.</li> <li>3. Summarize how light travels and explain what happens when it strikes an object (including reflection, refraction, and absorption).</li> <li>4. Compare how light behaves when it strikes transparent, translucent, and opaque</li> </ol>

		materials.
<b><i>CONSERVATION OF ENERGY</i></b>	<b>(CE)</b>	
<b>Standard 1:</b> The student will demonstrate an understanding of how the interactions among objects can be explained and predicted using the concept of the law of conservation of energy.		<ol style="list-style-type: none"> <li>1. Identify forms of energy (solar, nuclear, wind, chemical).</li> <li>2. Explain the effects of various forms of energy on the environment.</li> <li>3. Identify ways that consumers can conserve energy.</li> <li>4. Identify the sources and properties of heat, solar, chemical, mechanical, and electrical energy.</li> <li>5. Identify ways that consumers can conserve energy.</li> </ol>
<b><i>PROPERTIES OF MATTER</i></b>	<b>(PM)</b>	
<b>Standard 1:</b> The student will demonstrate an understanding of the structure and behavior of the different states of matter.		<ol style="list-style-type: none"> <li>1. Distinguish between three states of matter (solid, liquid, gas).</li> <li>2. Classify common materials according to their properties (color, shape, volume, density, texture).</li> <li>3. Summarize the characteristics of a mixture, recognizing a solution as a kind of mixture.</li> <li>4. Use the processes of filtration, sifting, magnetic attraction, evaporation, chromatography, and floatation to separate mixtures.</li> <li>5. Explain how the solute and the solvent in a solution determine the concentration.</li> <li>6. Explain how temperature change, particle size, and stirring affect the rate of dissolving. Illustrate the fact that when some substances are mixed together, they chemically combine to form a new substance that cannot easily be separated.</li> </ol>

		<ol style="list-style-type: none"> <li>7. Explain how the mixing and dissolving of foreign substances is related to the pollution of the water, air, and soil.</li> <li>8. Explain the effects of pollution on the earth, air and waterways and what can be done at the individual, family, and community level to reduce pollution.</li> </ol>
<b><i>CHEMICAL REACTIONS</i></b>	<b>(CR)</b>	
<b>Standard 1:</b> The student will demonstrate an understanding of the types, the causes, and the effects of chemical reactions.		<ol style="list-style-type: none"> <li>1. Identify types and uses of common chemicals.</li> <li>2. Evaluate dangers related to common household chemicals (chlorine bleach, antifreeze, chemicals for lawn and garden, insecticides, rodent poison, deicing salt).</li> </ol>

## Essentials of Social Studies I

Essentials of Social Studies I emphasizes the United States History and the Constitution course of study aligned to the South Carolina Standards and the Profile of the South Carolina Graduate. This course will provide a reward of literacy for the 21<sup>st</sup> century student. This course will allow students to engage in problem solving, decision making, critical thinking, and applied learning required in citizenship.

Standard		Competency Goals
<i><b>EVOLUTION OF DEMOCRACY</b></i>	<b>(ED)</b>	
<p><b>Standard 1:</b> The student will demonstrate an understanding of the conflicts between regional and national interest in the development of democracy in the United States.</p>		<ol style="list-style-type: none"> <li>1. Summarize common and varying points of view of settlers in colonial America including religious, social, political, and economic.</li> <li>2. Analyze the onset of representative government and political rights in the American colonies.</li> <li>3. Analyze political discourse in early America up through the ratification of the US Constitution.</li> <li>4. Explain how the fundamental principle of limited government is protected by the Constitution and the Bill of Rights.</li> <li>5. Analyze the development of the two-party system and the current impact of our political structure in current time.</li> <li>6. Examine the relationship between political views in the past and present to make informed decisions.</li> <li>7. Identify and explain the qualities and responsibilities of good citizenship today.</li> <li>8. Identify government services that US citizens are entitled to or required to participate.</li> </ol>

		<ul style="list-style-type: none"> <li>9. Analyze, interpret, and synthesize social studies resources to make inferences and draw conclusions.</li> <li>10. Explain how political and social groups work to challenge traditional institutions and effect change.</li> </ul>
<b><i>POLITICAL CONFLICT</i></b>	<b>(PC)</b>	
<p><b>Standard 1:</b> The student will demonstrate an understanding of how economic developments and the westward movement impacted regional differences and democracy in the early nineteenth century.</p>		<ul style="list-style-type: none"> <li>1. Summarize the impact of nationalism and democracy throughout history of our country to present day.</li> <li>2. Explain how the Monroe Doctrine and the concept of Manifest Destiny affected the United States relationships with other countries.</li> <li>3. Compare the ways different economic systems in the United States determine production and consumption of goods and services.</li> <li>4. Compare the social and cultural characteristics of the North, the South, and the West during social reform movements such as abolition and women’s rights.</li> <li>5. Analyze, interpret, and synthesize social and political information to make inferences and draw conclusions.</li> </ul>
<b><i>CIVIL WAR AND RECONSTRUCTION</i></b>	<b>(CWR)</b>	
<p><b>Standard 1:</b> The student will demonstrate an understanding of how regional and ideological differences led to the Civil War and an understanding of the impact of the Civil War and Reconstruction on democracy in America.</p>		<ul style="list-style-type: none"> <li>1. Summarize and draw conclusions on the compromises reached to maintain the balance of free and slave states in the United States pre-civil war.</li> <li>2. Evaluate the relative importance of political events and issues that divided the nation and led to the Civil War.</li> </ul>

		<ol style="list-style-type: none"> <li>3. Summarize main battles of the Civil War and main components of Reconstruction regarding its impact on democracy.</li> <li>4. Evaluate the varied responses of African Americans to the restrictions imposed on them in the post-Reconstruction period.</li> <li>5. Discuss how groups work to challenge societal norms and effect change to promote the needs and interests of society.</li> </ol>
<b><i>POLITICAL DEMOCRACY</i></b>	<b>(PD)</b>	
<p><b>Standard 1:</b> The student will demonstrate an understanding of the industrial development and the consequences of that development on society and politics during the second half of the nineteenth and the early twentieth centuries.</p>		<ol style="list-style-type: none"> <li>1. Summarize the impact of government policy on the development of the national market and its impact on the Native American people.</li> <li>2. Evaluate the role of capitalism and its impact on democracy.</li> <li>3. Explain the impact of urbanization in the late 19<sup>th</sup> Century America.</li> <li>4. Examine the accomplishments and limitations of the women’s suffrage movement and the Progressive Movement in affecting social and political reforms in America.</li> <li>5. Analyze how scarcity of resources affects economic choices.</li> <li>6. Evaluate the role of government in promoting entrepreneurial activity.</li> <li>7. Analyze, interpret, and synthesize resources to make inferences and draw conclusions.</li> <li>8. Discuss how groups work to challenge traditional institutions and effect change to promote the needs and interests of society.</li> </ol>

<b><i>POLITICAL INFLUENCE</i></b>	<b>(PI)</b>	
<p><b>Standard 1:</b> The student will demonstrate an understanding of domestic and foreign developments that contributed to the emergence of the United States as a world power in the twentieth century.</p>		<ol style="list-style-type: none"> <li>1. Analyze the development of America’s expansionism focusing on the change from isolationism to imperialism.</li> <li>2. Analyze the causes and consequences of the United States involvement in World War I.</li> <li>3. Summarize factors that lead to the end of World War I including the Versailles Treaty and the election of 1920.</li> <li>4. Examine the similarities and differences between the United States political power in the 20<sup>th</sup> Century and today.</li> <li>5. Analyze, interpret, and synthesize resources to make inferences and draw conclusions.</li> <li>6. Discuss how groups work to challenge traditional instructions and effect change to promote the needs and interests of society.</li> <li>7. Explain how the world-wide trade network affects standards of living and economic growth.</li> </ol>
<b><i>ROLES OF GOVERNMENT IN A DEMOCRACY</i></b>	<b>(GD)</b>	
<p><b>Standard 1:</b> The student will demonstrate an understanding of the conflict between traditionalism and progressivism in the 1920s and the economic collapse and the political response to the economic crisis in the 1930s.</p>		<ol style="list-style-type: none"> <li>1. Discuss the causes and effects of the roles of women, the “Red Scare”, the Ku Klux Klan, Prohibition, and immigration on social changes in the 1920s.</li> <li>2. Explain the impact of the changes during the 1920s regarding economy, society, and culture.</li> <li>3. Analyze the causes and consequences of the Great Depression on political and social decisions in the United States.</li> <li>4. Summarize President Roosevelt’s New Deal as a response to the Great Depression.</li> </ol>

		<ol style="list-style-type: none"> <li>5. Examine the similarities and differences between economic, social and cultural influences during this time and now.</li> <li>6. Analyze how scarcity of resources affected economic choices during the 1920s and 1930s.</li> <li>7. Analyze, interpret, and synthesize resources to make inferences and draw conclusions.</li> <li>8. Explain contemporary patterns of human behavior, culture, and political and economic systems.</li> </ol>
<b><i>THE IMPACT DEFENDING DEMOCRACY</i></b>	<b>(DD)</b>	
<p><b>Standard 1:</b> The student will demonstrate an understanding of the impact of World War II on the United States and the nation's subsequent role in the world.</p>		<ol style="list-style-type: none"> <li>1. Summarize the decision making process for the United States to enter World War II.</li> <li>2. Evaluate the impact of the war on individuals working and living in the United States; specifically the workforce, availability of goods, and internment of Japanese Americans.</li> <li>3. Identify and discuss the roles of the Allies during the War.</li> <li>4. Analyze the impact of the Cold War on national security and individual freedoms.</li> <li>5. Evaluate the social and cultural changes in America post-war that lead to changes in the standard of living in the United States including educational programs, suburbanization, and roles of women.</li> <li>6. Examine the similarities and differences between post-war America and now.</li> <li>7. Analyze, interpret, and synthesize resources to make inferences and draw conclusions.</li> </ol>

<i><b>VARYING POLITICAL PERSPECTIVES</b></i>	<b>(PP)</b>	
<p><b>Standard 1:</b> The student will demonstrate an understanding of social, economic, and political issues in contemporary America.</p>		<ol style="list-style-type: none"> <li>1. Analyze the African American Civil Rights Movement and its role on other groups seeking equality.</li> <li>2. Compare and contrast ideals and perspectives of the two party systems in present day.</li> <li>3. Summarize social and economic policies during the 1960's and 1970s.</li> <li>4. Explain the development of the war in Vietnam and its impact on American politics.</li> <li>5. Summarize key political and economic factors influencing the presidential elections of 2000, 2008 and 2016.</li> <li>6. Analyze, interpret, and synthesize resources to make inferences and draw conclusions.</li> <li>7. Discuss how groups work to challenge traditional institutions and effect change to promote the needs and interests of society.</li> <li>8. Explain how the United States government provides public services, redistributes income, regulates economic activity, and promotes economic growth.</li> </ol>

## Essentials of Social Studies II

Essentials of Social Studies II emphasize the governmental system of the United States and understanding the nature and purpose of government. This course will further emphasize geography relating to map and global skills.

Standard		Competency Goals
<b><i>GOVERNMENT</i></b>	<b>(GO)</b>	
<p><b>Standard 1:</b> The student will demonstrate an understanding of foundational political theory, concepts, and application.</p> <p><b>Standard 2:</b> The student will demonstrate an understanding of foundational American political principles and the historical events and philosophical ideas that shaped the development and application of these principles.</p> <p><b>Standard 3:</b> The student will demonstrate an understanding of the basic organization and function of United States government on national, state, and local levels and the role of federalism in addressing the distribution of power.</p> <p><b>Standard 4:</b> The student will demonstrate an understanding of civil rights and civil liberties, the role of American citizens in the American political system, and distinctive expressions of American political culture.</p>		<p>United States Government</p> <ol style="list-style-type: none"> <li>1. Demonstrate an awareness of the organizational structure of the United States Government and its functions.</li> <li>2. Demonstrate knowledge of all branches of federal government; executive, legislative, and judicial.</li> <li>3. Summarize core principals of United States Government including checks and balances, separation of power, rule of law, freedom and equality.</li> <li>4. Develop an understanding of American founding documents including; the Declaration of Independence, Articles of Confederation, United States Constitution, and Bill of Rights.</li> <li>5. Demonstrate an understanding of civil rights and civil liberties, and the role of American Citizens in the American Political System.</li> </ol> <p>State Government</p> <ol style="list-style-type: none"> <li>1. Demonstrate an awareness of the organization of state government, state officials, and their functions.</li> <li>2. Demonstrate an awareness of the impact of</li> </ol>

		state government on life in South Carolina including; society, education, and economics.
<b><i>GEOGRAPHY</i></b>	<b>(GE)</b>	
<b>Standard WG-1:</b> The student will demonstrate an understanding of the physical and human characteristics of places, including the creation of regions and the ways that culture and experience influence the perception of place.		<ol style="list-style-type: none"> <li>1. Demonstrate map and globe skills. Identify locations, follow routes and directions. (City, County, State)</li> <li>2. Demonstrate the use of graphic organizers; transportation schedules, work schedules, directories, charts, graphs, and maps.</li> </ol>

## Employability Education I- Career Awareness and Exploration

The Employability Education I course is designed for students to explore interests, research careers, create resumes, practice interview skills, and conduct informational interviews and job shadows. This course is designed to introduce students to the fundamental attitudes, behaviors, and habits needed to obtain and maintain employment and make career advancements. Students will participate in school-based learning activities including work ethic development, job-seeking skills, decision-making skills, and self-management. Students will begin a career portfolio as part of the requirements for the South Carolina High School Credential. Formal career planning and development of knowledge regarding transition planning begins in this course and continues throughout the strand of the employability education courses.

Objective		Competency Goals
<i>SELF-AWARENESS</i>	<b>(S-AW)</b>	
<p><b>Objective:</b> Formulate an awareness of self to include personal strengths, challenges and other relevant characteristics.</p>		<ol style="list-style-type: none"> <li>1. Use available resources to investigate one’s own disability.</li> <li>2. Identify, based on present levels, strengths and weaknesses.</li> <li>3. Determine one’s own personality traits and identify how these affect learning and progress.</li> <li>4. Become knowledgeable of laws and regulations that delineate the rights of individuals with disabilities.</li> <li>5. Define success and how one’s own self affect one’s success.</li> <li>6. Explore the personal identity using a variety of role models.</li> <li>7. Complete a learning styles inventory and provide a written reflection on the results.</li> </ol>

<b><i>SELF-ADVOCACY</i></b>	<b>(S-AD)</b>	
<b>Objective:</b> Understand responsibilities to make appropriate decisions and choices that will affect education, post-secondary goals and adult life.		<ol style="list-style-type: none"> <li>1. Become knowledgeable of personal values, traits and learning accommodations.</li> <li>2. Explore the concepts of informed decision making and making individual choices based on one's own preferences.</li> <li>3. Develop an oral or written report on the impact of work and having a disability.</li> </ol>
<b><i>COMMUNICATION/ SOCIAL SKILLS</i></b>	<b>(C)</b>	
<b>Objective:</b> Demonstrate an awareness of appropriate communication skills, how to handle criticism, and how to develop appropriate personal relationship skills with both peers and adults. Students will learn to work as a team.		<ol style="list-style-type: none"> <li>1. Explain methods of demonstrating cooperation in the workplace: dealing with criticism/gossip, working as a team/group, and workplace diversity.</li> <li>2. Describe appropriate communication and social routines for a variety of workplace situations: oral speaking, written communication, and internet etiquette.</li> <li>3. Recognize the importance and desirable characteristics of appropriate workplace behaviors: personal attitude, and work ethic.</li> </ol>
<b><i>PORTFOLIO INFORMATION</i></b>	<b>(PI)</b>	
<b>Objective:</b> Create a personal student portfolio using technology that illustrates an understanding of rubrics. Begin the development of a resume.		<ol style="list-style-type: none"> <li>1. Demonstrate an appropriate use of technology to include appropriate online etiquette &amp; safety.</li> <li>2. Understand the importance of assessments and rubrics when developing a student portfolio.</li> <li>3. Define the components of a resume.</li> </ol>
<b><i>SELF-DETERMINATION</i></b>	<b>(SD)</b>	
<b>Objective:</b> Demonstrate the importance of making decisions that reflect wise choices, setting goals, determining the steps to achieve those goals and effective problem-solving.		<ol style="list-style-type: none"> <li>1. Demonstrate an understanding of appropriate decision making in everyday life situations.</li> <li>2. Identify the major components of goal attainment: Setting goals, problem-solving, and writing reflections.</li> <li>3. Explore the concepts of service learning and community engagement as it relates to successful employment.</li> <li>4. Complete a self-determination self-assessment</li> </ol>

		and provide a written reflection on the results.
<b><i>THINKING ABOUT WORK</i></b>	<b>(TW)</b>	
<b>Objective:</b> Develop a plan of study that will help bridge secondary and post-secondary options upon the completion of the credential.		<ol style="list-style-type: none"> <li>1. Identify the concepts associated with and the importance of why people work.</li> <li>2. Demonstrate an understanding of the different Career Clusters and the types of associated jobs.</li> <li>3. Identify the difference between part-time/ full-time work.</li> <li>4. Identify potential job and roles for specific career clusters of interest.</li> <li>5. Complete a career-interest assessment and provide a written reflection on the results.</li> </ol>
<b><i>SOFT SKILLS</i></b>	<b>(SS)</b>	
<b>Objective:</b> Understand the importance of critical thinking, problem-solving, time management, judgment and decision-making, personal appearance and care, social perceptiveness and leadership qualities.		<ol style="list-style-type: none"> <li>1. State the major concepts and components of soft skills: constructive criticism, personal qualities, desirable traits, personal appearance, and personal care.</li> <li>2. Demonstrate awareness of successful work habits: professional growth, networking, leadership and teamwork skills.</li> <li>3. Complete a study skills assessment and provide a written reflection on the results.</li> </ol>
<b><i>PLANNING FOR EMPLOYMENT</i></b>	<b>(PE)</b>	
<b>Objective:</b> Utilize aptitude and ability assessments to explore career options. Learn the transition components of the IEP to assist in planning for post-secondary choices.		<ol style="list-style-type: none"> <li>1. Define the concepts of aptitude and ability.</li> <li>2. Explore optional careers applying one's own aptitude and abilities.</li> <li>3. Identify the transition components of the IEP and utilize this information during an analysis of the IGP.</li> <li>4. Explain the importance of maintaining a healthy lifestyle.</li> </ol>

## Employability Education II- Advanced Awareness and Exploration

The Employability Education II course is designed to develop skills generic to all career majors; resource management, communication, interpersonal relationships, technology, stamina, endurance, safety, mobility skills, motor skills, teamwork, sensory skills, problem solving, cultural diversity, information acquisition/management, and self-management. This course content is focused on providing students with a repertoire of basic skills that will serve as a foundation for future career application. Students will expand their school-based learning activities to include school-based job shadowing and work-based learning activities. Job seeking skills also will be refined. Students may be involved in on-campus vocational training activities such as school-based enterprises, hands-on vocational training in career education courses and the operation of school-based enterprises. Additionally, the course will continue the focus on the development of self-determination skills as well as the career portfolio.

Objective		Competency Goals
<i><b>SELF-AWARENESS</b></i>	<b>(S-AW)</b>	
<b>Objective:</b> Explore own attributes in terms of strengths and weaknesses, understand how to choose healthy lifestyles and define success.		<ol style="list-style-type: none"> <li>1. Examine, based on present levels, strengths and weaknesses.</li> <li>2. Identify the importance of developing a healthy lifestyle.</li> <li>3. Determine one's own personality traits and identify how these affect learning and progress.</li> <li>4. Become knowledgeable of laws and regulations that delineate the rights of individuals with disabilities.</li> <li>5. Define success and how one's own self affect one's success.</li> <li>6. Explore the personal identity and a variety of role models.</li> <li>7. Complete an assistive technology needs assessment and provide a written reflection on the results.</li> </ol>
<i><b>SELF-ADVOCACY</b></i>	<b>(S-AD)</b>	
<b>Objective:</b> Understand responsibilities to make appropriate decisions and choices that will affect education, post-secondary goals and adult life.		<ol style="list-style-type: none"> <li>1. Explore the concepts of informed decision making and making individual choices based on one's own preferences.</li> <li>2. Demonstrate an understanding of work values</li> </ol>

		and how their own work traits will lead to a successful career. 3. Develop an oral or written report on the impact of work as it relates to your family.
<b><i>COMMUNICATION/ SOCIAL SKILLS</i></b>	<b>(C)</b>	
<b>Objective:</b> Demonstrate an awareness of appropriate communication skills, how to handle criticism, and how to develop appropriate personal relationship skills with both peers and adults. Students will learn to work as a team.		1. Demonstrate working as a member of a team. 2. Demonstrate appropriate communication and social routines in a variety of workplace situations: oral speaking, written communication, and internet etiquette. 3. Identify the importance and key components of successful job interviewing.
<b><i>PORTFOLIO INFORMATION</i></b>	<b>(PI)</b>	
<b>Objective:</b> Create a personal student portfolio using technology. Begin the development of a resume.		1. Demonstrate an appropriate application of technology skills to include online safety. 2. Use information gathered from assessments and transition checklists to develop a personal student portfolio; makes periodic portfolio entries as needed. 3. Develop components of a resume.
<b><i>SELF-DETERMINATION</i></b>	<b>(SD)</b>	
<b>Objective:</b> Demonstrate making decisions that reflect wise choices, setting goals, determining the steps to achieve those goals and effective problem-solving.		1. Demonstrate an understanding of appropriate decision making in workplace situations. 2. Explore the major components of goal attainment: Setting goals, problem-solving, and writing reflections. 3. Explore the concepts of service learning and community engagement as it relates to successful employment. 4. Demonstrate ability to participate in the student-led IEP process. 5. Update the self-determination self-assessment and provide a written reflection on changes.
<b><i>CAREER CLUSTERS</i></b>	<b>(CC)</b>	
<b>Objective:</b> Review plan of study to make successful secondary and post-secondary options to include how to network and identify		1. Identify chosen career cluster, potential job and roles.

potential job options within community.		<ol style="list-style-type: none"> <li>2. Explores concepts of networking to locate resources and potential job options in community.</li> <li>3. Update the career interest's survey and provide a written reflection on changes.</li> </ol>
<b><i>EMPLOYMENT - JOB SHADOWING</i></b>	<b>(E-JS)</b>	
<b>Objective:</b> Formulate a knowledge of specific jobs through viewing job videos, becoming involved in school-based enterprises and job shadowing within a school setting.		<ol style="list-style-type: none"> <li>1. Complete a post-school outcomes questionnaire and provide a written or oral report on the results.</li> <li>2. Develop a power-point to present on the job-shadowing opportunities.</li> <li>3. Use available resources to investigate various jobs aligned to student's interests.</li> <li>4. Demonstrate successful workplace behaviors in a variety of work experience settings: school-based enterprises, and job shadowing.</li> </ol>
<b><i>SOFT SKILLS</i></b>	<b>(SS)</b>	
<b>Objective:</b> Understand the importance of critical thinking, problem-solving, time management, judgment and decision-making, personal appearance and care, social perceptiveness and leadership qualities.		<ol style="list-style-type: none"> <li>1. Examine the major concepts and components of soft skills: constructive criticism, personal qualities, desirable traits, personal appearance, and personal care.</li> <li>2. Explore successful work habits: professional growth, networking, online safety, leadership and teamwork skills.</li> <li>3. Understand that change occurs and self-monitor behavior when dealing with change in personal, school and work environments.</li> </ol>
<b><i>SALARY &amp; PERSONAL FINANCES</i></b>	<b>(SPF)</b>	
<b>Objective:</b> Develop and manage a monthly budget, understand parts of a paycheck and how to determine deductions.		<ol style="list-style-type: none"> <li>1. Create and manage a personal budget.</li> <li>2. Demonstrate ability to calculate wages and deductions.</li> <li>3. Understand different parts of a paycheck.</li> </ol>

### Employability Education III- Career Development

The Employability Education III course is designed to continue the development and begin the application of employability skills. Work-based learning activities are provided including school-based enterprises, community-based training, job shadowing, job sampling, internships, situational assessment and apprenticeships. These work-based activities allow students to apply employability skills to a variety of employment settings and demonstrate the effectiveness of their work personality. Multiple opportunities for leadership and self-determination development are provided.

Objective		Competency Goals
<b><i>SELF-AWARENESS</i></b>		
<p><b>Objective:</b> Explore own attributes in terms of strengths and weaknesses related to work experiences, understand how to create healthy lifestyles and define success at school, home and community.</p>	<b>(S-AW)</b>	<ol style="list-style-type: none"> <li>1. Examine, based on present levels, strengths and weaknesses as it relates to work experiences.</li> <li>2. Identify the importance of maintaining a healthy lifestyle.</li> <li>3. Determine one’s own personality traits and identify how these affect work experiences.</li> <li>4. Define success in relation to work, school and independent living.</li> <li>5. Define personal identity and what steps should be taken to become a resilient person.</li> <li>6. Complete an independent living needs assessment and provide a written reflection on the results.</li> <li>7. Update the assistive technology needs assessment and provide a written reflection on changes.</li> </ol>
<b><i>SELF-ADVOCACY</i></b>		
<p><b>Objective:</b> Understand responsibilities to make appropriate decisions and choices that will affect education, employment and independent living.</p>	<b>(S-AD)</b>	<ol style="list-style-type: none"> <li>1. Explain the concepts of informed decision making and making individual choices based on one’s own preferences.</li> <li>2. Demonstrate an understanding of work values in a school-based enterprise and how those personal work traits will lead to a successful</li> </ol>

		<p>career.</p> <ol style="list-style-type: none"> <li>Identify adult service agencies and their services.</li> <li>Develop an oral or written report on the impact of work as it relates to you personally.</li> </ol>
<b>COMMUNICATION/ SOCIAL SKILLS</b>	<b>(C)</b>	
<p><b>Objective:</b> Demonstrate the ability to use appropriate communication skills, how to handle criticism, and how to develop appropriate interpersonal skills to effectively communicate with both peers and adults.</p>		<ol style="list-style-type: none"> <li>Demonstrate working as a member of a team.</li> <li>Demonstrate appropriate communication and social routines in a variety of workplace situations: oral speaking, written communication, and internet etiquette.</li> <li>Demonstrate the key components of successful job interviewing.</li> </ol>
<b>PORTFOLIO INFORMATION</b>	<b>(PI)</b>	
<p><b>Objective:</b> Create a personal student portfolio using technology. Continue the development of a resume.</p>		<ol style="list-style-type: none"> <li>Demonstrate an appropriate application of technology skills to include online safety.</li> <li>Continue to use information gathered from assessments and transition checklists to develop personal student portfolio; makes periodic portfolio entries as needed.</li> <li>Develop a cover letter, resume and references.</li> </ol>
<b>SELF-DETERMINATION</b>	<b>(SD)</b>	
<p><b>Objective:</b> Demonstrate making decisions that reflect wise choices, setting goals, determining the steps to achieve those goals and effective problem-solving.</p>		<ol style="list-style-type: none"> <li>Demonstrate how to make appropriate decision making in workplace situations through experiences or role-playing.</li> <li>Develop a post-secondary plan by setting goals, and writing reflections on work-based experiences.</li> <li>Participate in a service learning project and/or another community engagement activity.</li> <li>Demonstrate ability to participate in the student-led IEP process by creating a multimedia presentation to use at their IEP meeting.</li> <li>Update the self-determination self-assessments</li> </ol>

		and provide a written or oral report on changes over the four years in high school.
<b><i>CAREER CLUSTERS</i></b>	<b>(CC)</b>	
<b>Objective:</b> Create a plan of study to make successful secondary and post-secondary options to include how to network and identify appropriate job opportunities within community as it relates to specific career clusters.		<ol style="list-style-type: none"> <li>1. Research a chosen career cluster, appropriate jobs/roles.</li> <li>2. Develop a plan of networking to locate resources and potential job opportunities in the community.</li> <li>3. Conduct a job search based on career interests and abilities using the appropriate resources and/or agencies.</li> <li>4. Complete an employment needs survey to look at strengths/weaknesses as it relates to career choices and provide a written/oral report on the results.</li> </ol>
<b><i>EMPLOYMENT/JOB SHADOWING</i></b>	<b>(E-JS)</b>	
<b>Objective:</b> Participate in specific jobs by becoming involved in school-based enterprises and job shadowing within the school and/or community setting.		<ol style="list-style-type: none"> <li>1. Develop a list of all available resources needed to investigate various jobs aligned to student's interests.</li> <li>2. Define various technology resources that may be needed to accommodate one's own disability in the workplace.</li> <li>3. Demonstrate successful workplace behaviors in a variety of work experience settings: school-based enterprises, and job shadowing.</li> <li>4. Provide a written log of all completed hours of work.</li> <li>5. Update a post-school outcomes questionnaire and provide a written or oral report on changes.</li> </ol>
<b><i>SOFT SKILLS</i></b>	<b>(SS)</b>	
<b>Objective:</b> Use soft skills such as critical thinking, problem-solving, time management, judgment and decision-making, personal appearance and care, social perceptiveness and leadership qualities.		<ol style="list-style-type: none"> <li>1. Demonstrate the major concepts and components of soft skills: constructive criticism, personal qualities, desirable traits, personal appearance and personal care.</li> </ol>

		<ol style="list-style-type: none"> <li>2. Demonstrate successful work habits: punctuality, preparedness, professional growth, networking, safety, leadership and teamwork skills.</li> <li>3. Reflect on changes that occur and self-monitor behavior when dealing with change in personal, school and work environments.</li> <li>4. Exhibit good personal hygiene on a consistent basis.</li> </ol>
<b><i>SALARY &amp; PERSONAL FINANCES</i></b>	<b>(SPF)</b>	
<b>Objective:</b> Develop and manage a monthly budget, understand parts of a paycheck and how to determine deductions.		<ol style="list-style-type: none"> <li>1. Create and manage a personal budget to include all living expenses.</li> <li>2. Demonstrate the ability to calculate wages, fringe benefits and deductions on personal paycheck.</li> <li>3. Develop a medical/health plan for post-secondary independent living.</li> </ol>

## Employability Education IV- Advanced Career Development

The Employability Education IV course gives students the opportunity to synthesize all the skills acquired in previous employability preparation courses and apply them to their personal career choice. This course allows students to solve work-related problems, practice self-advocacy skills and master the theoretical and practical aspects of their career choice. Students finish completing the 360 hours of work-based learning/ training opportunities that are required for successful completion of the South Carolina High School Credential Course of Study. Students will complete the career portfolio that provides an educational and vocational record of their credential experience.

Objective		Competency Goals
<b><i>SELF-AWARENESS</i></b>		
<b>Objective:</b> Explore own attributes in terms of strengths and weaknesses related to work experiences, understand how to create healthy lifestyles and define success at school, home and community.	(S-AW)	<ol style="list-style-type: none"> <li>1. Examine, based on present levels, strengths and weaknesses as it relates to work and independent living experiences.</li> <li>2. Demonstrate the ability to maintain a healthy lifestyle.</li> <li>3. Determine one’s own personality traits and identify how these affect work experiences.</li> <li>4. Define success in relation to work, school and independent living.</li> <li>5. Define personal identity and what steps should be taken to become a resilient person.</li> <li>6. Update the independent living needs assessment and provide a written reflection on changes.</li> <li>7. Update the assistive technology needs assessment and provide a written reflection on changes.</li> </ol>
<b><i>SELF-ADVOCACY</i></b>		
<b>Objective:</b> Understand responsibilities to make appropriate decisions and choices that will affect education, employment and independent living.	(S-AD)	<ol style="list-style-type: none"> <li>1. Explain the concepts of informed decision making and making individual choices based on one’s own preferences.</li> <li>2. Demonstrate an understanding of work values in a school-based enterprise and how those</li> </ol>

		<p>personal work traits will lead to a successful career.</p> <p>3. Contact and apply for adult services through outside agencies if appropriate.</p>
<b><i>COMMUNICATION/ SOCIAL SKILLS</i></b>	<b>(C)</b>	
<p><b>Objective:</b> Demonstrate the ability to use appropriate communication skills, how to handle criticism, and how to develop appropriate interpersonal skills to effectively communicate with both peers and adults.</p>	.	<ol style="list-style-type: none"> <li>1. Demonstrate working as a team in a variety of work settings to accomplish an assigned task.</li> <li>2. Demonstrate appropriate communication and social routines in a variety of workplace situations: oral speaking, written communication, internet etiquette.</li> <li>3. Demonstrate the key components of successful job interviewing.</li> </ol>
<b><i>PORTFOLIO INFORMATION</i></b>	<b>(PI)</b>	
<p><b>Objective:</b> Create a personal student portfolio using technology. Continue the development of a resume.</p>		<ol style="list-style-type: none"> <li>1. Demonstrate an appropriate application of technology skills to include online safety.</li> <li>2. Continue to use information gathered from assessments and transition checklists to develop personal student portfolio; makes periodic portfolio entries as needed.</li> <li>3. Develop a final resume with references, letters of recommendation and an accompanying cover letter.</li> </ol>
<b><i>SELF-DETERMINATION</i></b>	<b>(SD)</b>	
<p><b>Objective:</b> Demonstrate making decisions that reflect wise choices, setting goals, determining the steps to achieve those goals and effective problem-solving.</p>		<ol style="list-style-type: none"> <li>1. Demonstrate how to make appropriate decision making in workplace situations through experiences or role-playing.</li> <li>2. Develop a post-secondary plan by setting goals, and writing reflections on work-based experiences.</li> <li>3. Participate in a service learning project and/or another community engagement activity.</li> <li>4. Demonstrate ability to participate in the student-led IEP process by creating and presenting a multimedia presentation and</li> </ol>

		reflects on this experience. 5. Write a reflection on leading an IEP meeting.
<b><i>CAREER CLUSTERS</i></b>	<b>(CC)</b>	
<b>Objective:</b> Implements a plan of study to make successful secondary and post-secondary options to include how to network and identify appropriate job opportunities within community as it relates to specific career clusters.		<ol style="list-style-type: none"> <li>1. Finalize a chosen career cluster, appropriate jobs and associated roles.</li> <li>2. Conduct a job search based on career interests and abilities using the appropriate resources and/or agencies.</li> <li>3. Write a plan for networking to locate resources/agencies and potential education, training and/ or job opportunities in the community.</li> </ol>
<b><i>EMPLOYMENT/ INTERNSHIP</i></b>	<b>(EI)</b>	
<b>Objective:</b> Participate in specific jobs by becoming involved in school-based enterprises and/or community-based employment.		<ol style="list-style-type: none"> <li>1. Review and revise a list of all available resources needed to investigate various jobs aligned to student's interests.</li> <li>2. Demonstrate successful workplace behaviors in a variety of work experience settings: school-based enterprises, job shadowing, internships and apprenticeships.</li> <li>3. Demonstrate the physical demands and environmental tolerance needed for identified career choices.</li> <li>4. Identify technological supports needed to accommodate one's own disability in the workplace.</li> <li>5. Provide a written log of 360 hours of work experiences.</li> <li>6. Update employment needs survey to look at strengths/weaknesses as it relates to career choices and provide a written/oral report on changes.</li> <li>7. Update a post-school outcomes questionnaire and provide a written or oral report on changes.</li> </ol>

<b><i>SOFT SKILLS</i></b>	<b>(SS)</b>	
<p><b>Objective:</b> Uses soft skills such as critical thinking, problem-solving, time management, judgment and decision-making, personal appearance and care, social perceptiveness and leadership qualities.</p>		<ol style="list-style-type: none"> <li>1. Demonstrate the major concepts and components of soft skills: constructive criticism, personal qualities, desirable traits, personal appearance, and personal care.</li> <li>2. Demonstrate successful work habits: punctuality, preparedness, professional growth, networking, safety, leadership and teamwork skills.</li> <li>3. Reflect on changes that occur and self-monitors behavior when dealing with change in personal, school and work environments.</li> <li>4. Exhibit good personal hygiene on a consistent basis.</li> <li>5. Provide a written and/ or oral presentation on employability skills (work habits, soft skills) gained in high school.</li> </ol>
<b><i>SALARY &amp; PERSONAL FINANCES</i></b>	<b>(SPF)</b>	
<p><b>Objective:</b> Develop and manage a monthly budget, understand parts of a paycheck and how to determine deductions.</p>		<ol style="list-style-type: none"> <li>1. Revise and manage a personal budget to include living expenses.</li> <li>2. Demonstrate the ability to calculate wages, fringe benefits and deductions on personal paycheck.</li> <li>3. Develop a medical/health plan for post-secondary independent living.</li> <li>4. Demonstrate the ability to manage money by accounting for personal expenses from net income.</li> </ol>