OFFICE OF CHIEF ACADEMIC OFFICER
Summary of State Board of Education Agenda Items
Consent Agenda
March 19, 2020

OFFICE OF SPECIAL EDUCATION

A. Approval to begin the Administrative Procedures Act process: To establish the Mississippi Alternate Academic Achievement Standards for K-8 Social Studies, Career Readiness III & IV, and Life Skills Development III & IV

Executive Summary

The Mississippi Alternate Academic Achievement Standards (MS-AAAS) for students with significant cognitive disabilities are aligned with the Mississippi College- and Career-Readiness Standards (MS-CCRS) for Social Studies English. The MS-AAAS are developed to provide students with significant cognitive disabilities the skills, education, and experiences that prepare them for opportunities beyond high school. The Life Skills Development standards are developed to provide students with significant cognitive disabilities the skills they need to function as independently as possible in their homes and communities. The Mississippi Alternate Academic Achievement Standards provide K-12 special education teachers with a basis for curriculum development.

These expectations for students with significant cognitive disabilities will provide the basis for lesson plan development, and instructional delivery which must occur in 2020-2021.

Recommendation: Approval

Back-up material attached

7 Miss. Admin. Code Pt. 217

MISSISSIPPI DEPARTMENT OF EDUCATION

Ensuring a bright future for every child

2020 Mississippi Alternate Academic Achievement Standards for the K-8 Social Studies

MISSISSIPPI DEPARTMENT OF EDUCATION

Ensuring a bright future for every child

2020 Mississippi Alternate Academic Achievement Standards for the K-8 Social Studies

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Draft

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Director, Office of Human Resources
Mississippi Department of Education

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Various sets of standards and standards-related documents were used in the development of the *MS AAAS for the K-8 Social Studies*, including:

- *Mississippi College and Career Readiness Standards (MS CCRS) for the Social Studies*
- *Alabama Alternate Achievement Standards—Social Studies* (2019), the Alabama State Department of Education
- *Ohio's Learning Standards—Extended, Social Studies* (September 2018), the Ohio Department of Education
- *South Carolina Alternate Assessment (SC-Alt) Social Studies Assessment and Instructional Support Guide Grades 3-8* (2014), the South Carolina Department of Education

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INTRODUCTION

Mission Statement

The Mississippi Department of Education (MDE) is dedicated to student success, which includes improving student achievement in social studies and establishing communication skills within a technological environment. The *MS AAAS* provide a consistent, clear understanding of what students are expected to know and be able to do by the end of each grade level or course. The purpose of the Alternate Standards is to build a bridge from the content in the general education social studies framework to academic expectations for students with the most significant cognitive disabilities. The standards are designed to be rigorous and relevant to the real world, reflecting the knowledge and skills that students need for success in postsecondary settings.

Purpose

In an effort to closely align instruction for students with significant cognitive disabilities who are progressing toward individualized postsecondary settings, the *MS AAAS for Social Studies* include grade- and course-specific standards for K-12 social studies. These standards are intended solely for students who have met the criteria for a significant cognitive disability as documented in each student's individualized education program (IEP).

This document is designed to provide special education teachers with a basis for curriculum development. As such, this set of alternate standards addresses a small number of social studies standards, representing a breadth, but not depth, of coverage across the entire standards framework. This framework outlines what knowledge students should obtain, and the types of skills students should demonstrate upon completion of each grade level. The *MS AAAS* are aligned to the *Mississippi College- and Career-Readiness Standards (MS CCRS).* The standards' content centers around the following content strands: Civics, Economics, Civil Rights, Geography, and History.

Implementation

The *2020 MS AAAS for the K-8 Social Studies* will be implemented during the 2020-2021 school year.

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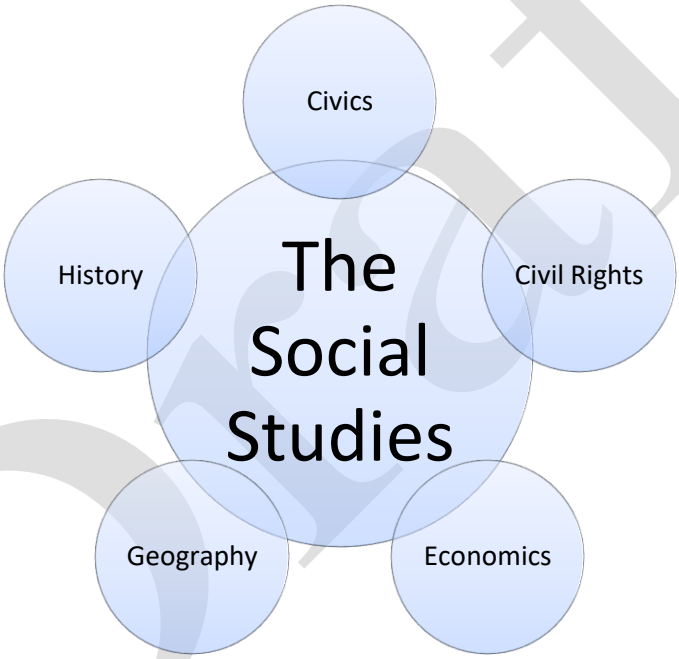
OVERVIEW OF THE *MS AAAS FOR THE K-8 SOCIAL STUDIES* DOCUMENT

STRANDS

The different content strands in social studies combine to give a clear picture of the past and present. Strands also give depth to the social studies curriculum, enabling students to grasp the complexity of events from the past and present and help them acquire critical thinking skills to make informed decisions in the future. The *2020 MS AAAS for the K-8 Social Studies* are comprised of five (5) essential content strands: Civics, Civil Rights, Economics, Geography, and History.



Civics Strand

The civics strand should provide students with a basic understanding of civic life, politics, and government. It should help them understand the workings of their own and other political systems as well as the relationship of American politics and government to world affairs. Civics instruction provides a basis for understanding the rights and responsibilities of citizens in America's constitutional democracy and a framework for competent and responsible participation. The civics strand should be expanded by related learning experiences, in both school and community, that enable students to learn how to participate in their own governance.

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Civil Rights Strand

Mississippi Code 37-13-193 requires the Mississippi Department of Education to work with the Mississippi Civil Rights Education Commission to incorporate civil rights education into the state's K-12 educational programs. Civil rights education, as understood by the writers of this framework, is defined as the mastery of content, skills, and values that are learned from a focused and meaningful exploration of civil rights issues (both past and present), locally, nationally, and globally. This education should lead learners to understand and appreciate issues such as social justice, power relations, diversity, mutual respect, and civic engagement. Students should acquire a working knowledge of tactics engaged by civil rights activists to achieve social change. Among these are: demonstration, resistance, organizing, and collective action/unity. The content was incorporated as a content strand throughout the entire K-12 framework at the recommendation of the Mississippi Civil Rights Commission.

Economics Strand

The economic strand should help students gain an understanding of economic concepts while demonstrating an understanding of economic and financial literacy in order to make informed financial decisions throughout their lives. The strand is integrated throughout the K-12 curriculum emphasizing economic reasoning. Throughout the K-12 curriculum, students will grasp an understanding of markets and the U.S. economy in a global setting.

Geography Strand

The geography strand equips students with the knowledge, skills, and perspectives of world geography. Students will learn how to use geographic thinking and information to make well-reasoned decisions and to solve personal and community problems. The geography strand will enable students to use geographic perspectives, knowledge, and skills to engage in ethical action regarding self, other people, other species, and Earth's diverse cultures and natural environments.

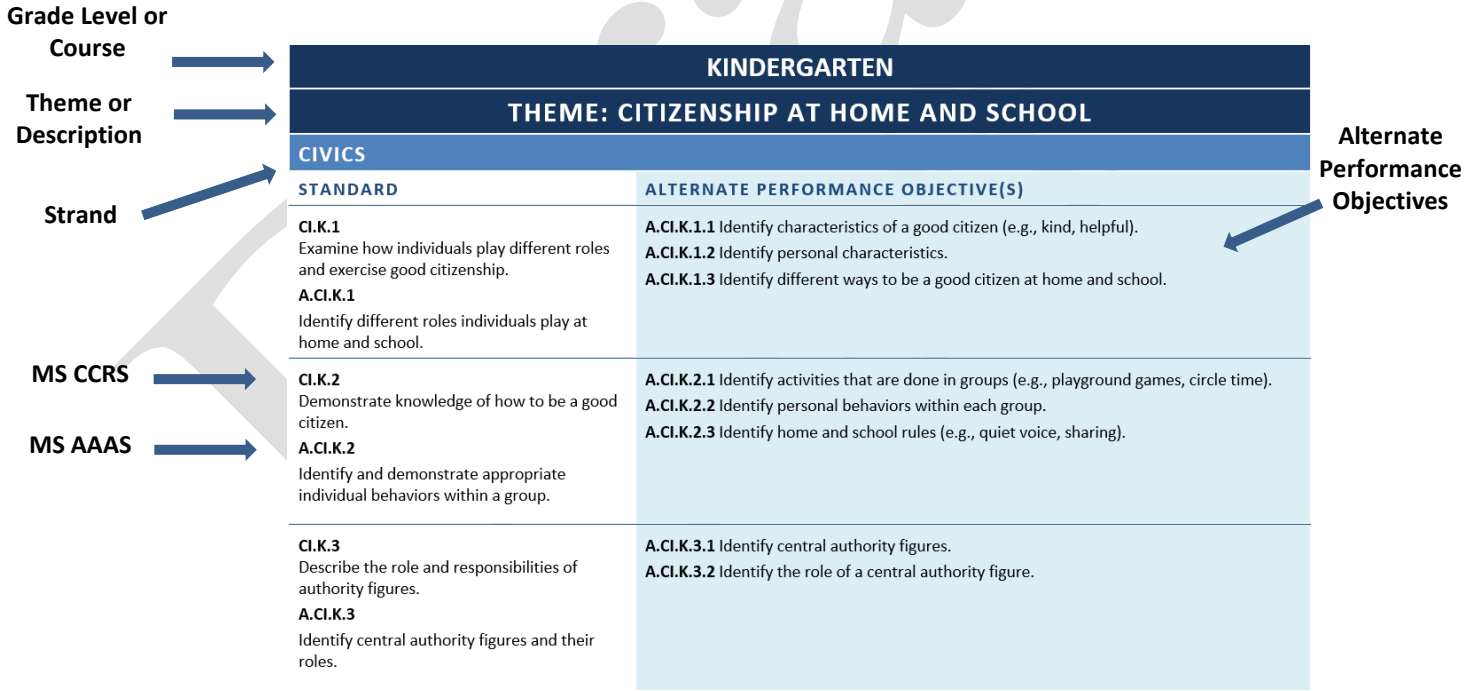
History Strand

The history strand investigates events that change the way people live. History is a record of the past, of people who changed society. We learn history from two sources: primary and secondary sources. The strand investigates how the past shapes the present, how people and events have changed society, and how each influences the other. Also included are instances of how more powerful countries affected countries today.

Sequencing

Kindergarten	Citizenship at Home and School
First Grade	Citizenship at School
Second Grade	School and the Community
Third Grade	Local Government
Fourth Grade	Mississippi Studies and Regions
Fifth Grade	United States History from Pre-Columbian Era to American Revolution
Sixth Grade	Civics and the World
Seventh Grade	Early World History (Compacted)
Eighth Grade	United States History from Exploration to 1877
Eleventh Grade	Alternate History Elements (This course will be tested using the MAAP-A statewide assessment system.)
Twelfth Grade	Alternate Social Studies Elements

Organization of the Document



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KINDERGARTEN

THEME: CITIZENSHIP AT HOME AND SCHOOL

CIVICS

STANDARD	ALTERNATE PERFORMANCE OBJECTIVE(S)
CI.K.1 Examine how individuals play different roles and exercise good citizenship **A.CI.K.1** Identify different roles individuals play at home and school	**A.CI.K.1.1** Identify characteristics of a good citizen (e.g., kind, helpful, etc.) **A.CI.K.1.2** Identify personal characteristics **A.CI.K.1.3** Identify different ways to be a good citizen at home and school
CI.K.2 Demonstrate knowledge of how to be a good citizen **A.CI.K.2** Identify and demonstrate appropriate individual behaviors within a group	**A.CI.K.2.1** Identify activities that are done in groups (e.g., playground games, circle time, etc.) **A.CI.K.2.2** Identify personal behaviors within each group **A.CI.K.2.3** Identify home and school rules (e.g., quiet voice, sharing, etc.)
CI.K.3 Describe the role and responsibilities of authority figures **A.CI.K.3** Identify central authority figures and their roles	**A.CI.K.3.1** Identify central authority figures **A.CI.K.3.2** Identify the roles of a central authority figure

ECONOMICS

STANDARD	ALTERNATE PERFORMANCE OBJECTIVE(S)
E.K.1 Identify and explain the function of money **A.E.K.1** Explain the function of money	**A.E.K.1.1** Explain how money is used in daily life. (e.g., purchasing items at school, etc.)
E.K.2 Distinguish between goods and services **A.E.K.2** Differentiate between goods and services	**A.E.K.2.1** Discuss goods and services
E.K.3 Differentiate between needs and wants of individuals **A.E.K.3** Discuss the basic needs of individuals	**A.E.K.3.1** Explain the basic needs of individuals

CIVIL RIGHTS

STANDARD	ALTERNATE PERFORMANCE OBJECTIVE(S)
CR.K.1 Explore the similarities and differences between individuals and families **A.CR.K.1** Identify similarities and differences between individuals	**A.CR.K.1.1** Identify characteristics that are similar and different in individuals (e.g., people prefer to eat different foods, people communicate in different languages, people communicate with sign language or augmentative or alternate communication, etc.)

CR.K.2 Describe and explain traditions and contributions of various cultures **A.CR.K.2** Explore traditions and contributions of various cultures	**A.CR.K.2.1** Explore the ways people celebrate their diverse cultural heritage (e.g., through language, games, songs, dances, holidays, etc.)
CR.K.3 Explain the cultural diversity in the classroom **A.CR.K.3** Not Applicable	Not Applicable

GEOGRAPHY

STANDARD	ALTERNATE PERFORMANCE OBJECTIVE(S)
G.K.1 Identify a sense of place relative to an individual **A.G.K.1** Identify symbols on a map and directional words	**A.G.K.1.1** Locate symbols and pictures on a map (e.g., people, places, things, etc.) **A.G.K.1.2** Demonstrate the meaning of directional words (e.g., up, down, over, under, behind, next to, far, near, etc.)
G.K.2 Describe physical features of the environment **A.G.K.2** Identify basic geographic features	**A.G.K.2.1** Differentiate between landforms and bodies of water **A.G.K.2.2** Identify things that people build (e.g., houses, buildings, roads, bridges, etc.)

G.K.3 Recognize maps, graphs, and other representations of the earth **A.G.K.3** Locate landmarks from a map of a school and town	**A.G.K.3.1** Identify relatable representations on a map (e.g., locate the playground on a school map, etc.) **A.G.K.3.2** Identify the resident, school, and town

HISTORY

STANDARD	ALTERNATE PERFORMANCE OBJECTIVE(S)
H.K.1 Recognize symbols, customs, and celebrations representative of our community, Mississippi, and the United States **A.H.K.1** Identify traditions, symbols, customs, and celebrations representative of Mississippi and the United States	**A.H.K.1.1** Identify the Mississippi and United States flags
H.K.2 Describe the impact of significant historical figures and events **A.H.K.2** Not Applicable	Not applicable

FIRST GRADE

THEME: CITIZENSHIP AT SCHOOL

CIVICS

STANDARD	ALTERNATE PERFORMANCE OBJECTIVE(S)
CI.1.1 Examine how individuals play different roles and exercise good citizenship **A.CI.1.1** Identify individuals in a household and the roles of each person	**A.CI.1.1.1** Identify different family members **A.CI.1.1.2** Identify contributing actions of individual family members within the home
CI.1.2 Demonstrate knowledge of how to be a good citizen at home and school **A.CI.1.2** Identify actions that demonstrate good citizenship at home and school	**A.CI.1.2.1** Identify actions that demonstrate good citizenship at home (e.g., willing to participate in household chores, recycle, etc.) **A.CI.1.2.2** Identify actions that demonstrate good citizenship at school (e.g., follow rules, respect others' property, help others, etc.)
CI.1.3 Demonstrate knowledge of authority figures at home and school **A.CI.1.3** Identify authority figures at home and school	**A.CI.1.3.1** Identify authority figures at home **A.CI.1.3.2** Identify authority figures at school **A.CI.1.3.3** Identify a rule at home and a rule from school and the possible consequences for failing to obey each rule

ECONOMICS

STANDARD	ALTERNATE PERFORMANCE OBJECTIVE(S)
E.1.1 Differentiate between needs and wants of individuals at home and school **A.E.1.1** Discuss needs and wants at school and home	**A.E.1.1.1** Discuss needs at school and home **A.E.1.1.2** Discuss wants at school and home
E.1.2 Evaluate how families use goods and services **A.E.1.2** Discuss goods and services used by families	**A.E.1.2.1** Discuss the types of goods used by families **A.E.1.2.2** Discuss the types of services used by families
E.1.3 Analyze the role of money within a home **A.E.1.3** Explain how money is necessary to purchase goods and services found within a home	**A.E.1.3.1** Discuss how people obtain money through work **A.E.1.3.2** Discuss how money is used to purchase goods and services

CIVIL RIGHTS

STANDARD	ALTERNATE PERFORMANCE OBJECTIVE(S)
CR.1.1 Explore the similarities and differences between families and schools **A.CR.1.1** Identify the similarities and differences in families	**A.CR.1.1.1** Investigate different family structures (e.g., blended, nuclear, single parent, etc.)

CR.1.2 Describe and explain traditions and contributions of various cultures **A.CR.1.2** Describe traditions of various cultures	**A.CR.1.2.1** Describe holidays and celebrations of various cultures (e.g., within the class and community)
CR.1.3 Explain the role of cooperation and compromise within families and school communities **A.CR.1.3** Given a situation or scenario, identify ways individuals can get along with and work with others	**A.CR.1.3.1** Describe situations when people must get along and work together (e.g., two friends want to play with the same toy, so the two friends can share the toy)

GEOGRAPHY

STANDARD	ALTERNATE PERFORMANCE OBJECTIVE(S)
G.1.1 Identify a sense of place relative to an individual, home, and school **A.G.1.1** Identify ways you feel you belong at school, at home, and in your community	**A.G.1.1.1** Identify terms related to location, size, and distance **A.G.1.1.2** Identify how your basic needs are met in your geographic location (e.g., shelter, clothing, food, education, etc.)
G.1.2 Describe physical features of the environment **A.G.1.2** Identify basic geographic features of the environment	**A.G.1.2.1** Identify basic geographic features of your community **A.G.1.2.2** Describe landforms of the environment through the use of online mediums or picture books (e.g., mountains, hills, lakes, oceans, rivers, etc.)

G.1.3 Recognize maps, graphs, and other representations of the earth **A.G.1.3** Recognize that a map is a smaller scale representation of an actual place	**A.G.1.3.1** Identify man-made and natural features on a map **A.G.1.3.2** Identify the local town or community on a map or globe

HISTORY

STANDARD	ALTERNATE PERFORMANCE OBJECTIVE(S)
H.1.1 Evaluate how people and events have shaped the local community, state, and nation **A.H.1.1** Describe people and events that have shaped the local community	**A.H.1.1.1** Identify people and events that have influenced the community (e.g., community helpers, official/unofficial leaders, local festivals, parades, etc.)
H.1.2 Compare the ways individuals and groups in the local community and state lived in the past to how we live today **A.H.1.2** Identify differences between how people within the local community and state lived in the past and how we live today	**A.H.1.2.1** Compare and contrast communication methods over time **A.H.1.2.2** Compare and contrast the differences in work over time

SECOND GRADE

THEME: CITIZENSHIP AT SCHOOL AND IN THE COMMUNITY

CIVICS

STANDARD	ALTERNATE PERFORMANCE OBJECTIVE(S)
CI.2.1 Examine how individuals play different roles and exercise good citizenship in the local community **A.CI.2.1** Compare roles that demonstrate good citizenship within the local community	**A.CI.2.1.1** Identify different community members and the roles they play (e.g., policeman, fireman, mail carrier, nurse, doctor, grocer, pharmacist, teacher, principal, etc.) **A.CI.2.1.2** Distinguish behaviors of different individuals who exhibit good citizenship in the community
CI.2.2 Demonstrate knowledge of how to be a good citizen in the local community **A.CI.2.2** Describe how to be a good citizen	**A.CI.2.2.1** Identify characteristics of being a good citizen in the classroom, school, and community **A.CI.2.2.2** Identify a problem in the community and ways to solve it
CI.2.3 Demonstrate knowledge of authority figures in the local community **A.CI.2.3** Describe authority figures and their responsibilities in the local community	**A.CI.2.3.1** Identify authority figures in the community (e.g., fire chief, chief of police, mayor, principal, etc.) **A.CI.2.3.2** Identify the responsibilities of authority figures **A.CI.2.3.3** Compare the responsibilities of individuals and authority figures in the community

ECONOMICS	
STANDARD	**ALTERNATE PERFORMANCE OBJECTIVE(S)**
E.2.1 Explain how individual wants and needs impact the production of goods and services **A.E.2.1** Not Applicable	Not Applicable
E.2.2 Explain the effects of supply and demand on the price of goods and services **A.E.2.2** Connect the possible reason for a change in production to its impact	**A.E.2.2.1** List a possible reason for a decrease or increase in the production of a good or service (e.g., in winter, the production of swimsuits decreases, etc.)
E.2.3 Differentiate between needs and wants of individuals **A.E.2.3** Explain the difference between needs and wants of individuals	**A.E.2.3.1** Discuss needs and wants **A.E.2.3.2** Classify items as needs or wants
E.2.4 Identify the role of financial institutions within the community **A.E.2.4** Discuss the role of banks within the community	**A.E.2.4.1** Discuss the role of banks **A.E.2.4.2** List banks within the local community

CIVIL RIGHTS

STANDARD	ALTERNATE PERFORMANCE OBJECTIVE(S)
CR.2.1 Illustrate the role of unity and diversity within the community **A.CR.2.1** Describe the role of unity and diversity within the community	**A.CR.2.1.1** Define unity and diversity as they apply to a community's traditions and customs
CR.2.2 Describe and explain how traditions and customs contribute to unity and diversity **A.CR.2.2** Not Applicable	Not Applicable
CR.2.3 Explain the role of cooperation and compromise within the community **A.CR.2.3** Not Applicable	Not Applicable

GEOGRAPHY

STANDARD	ALTERNATE PERFORMANCE OBJECTIVE(S)
G.2.1 Differentiate between different types of maps **A.G.2.1** Identify symbols on a simple map	**A.G.2.1.1** Utilize a map key or legend to locate specific features on a simple map **A.G.2.1.2** Identify characteristics of specific regions on a simple map (e.g., flat land, forested area, man-made structures like homes, etc.)

G.2.2 Investigate physical features of the local region **A.G.2.2** Name, list, or label physical features of the local region	**A.G.2.2.1** Name, list, or show how physical features in the local community have affected human settlement **A.G.2.2.2** Identify physical features of the local region
G.2.3 Recognize maps, graphs, and other representations of the earth **A.G.2.3** Compare and contrast maps of the same location	**A.G.2.3.1** Identify representations of a specific location using different maps that depict the same location **A.G.2.3.2** Identify north, south, east, and west on the compass rose on a map **A.G.2.3.3** Locate Mississippi and the United States using maps and globes

HISTORY

STANDARD	ALTERNATE PERFORMANCE OBJECTIVE(S)
H.2.1 Evaluate how people and events have shaped the local community, state, and nation through primary sources **A.H.2.1** Describe how people and events have shaped the local community, state, and nation	**A.H.2.1.1** Identify vocabulary to express the measurement of time (e.g., before, after, years, etc.) **A.H.2.1.2** Match an event or document to the appropriate person or event (e.g., principal and school handbook, George Washington and the presidency, etc.)
H.2.2 Utilize oral traditions that contributed to the cultural diversity of the community, state, and nation **A.H.2.2** Acknowledge traditions that contributed to the cultural diversity of the nation	**A.H.2.2.1** Identify national traditions (e.g., Pledge of Allegiance, national anthem, etc.) **A.H.2.2.2** Match traditions to cultural or historical characteristics

THIRD GRADE

THEME: CITIZENSHIP IN LOCAL GOVERNMENT

CIVICS

STANDARD	ALTERNATE PERFORMANCE OBJECTIVE(S)
CI.3.1 Explain how an individual exercises rights and responsibilities within the community and local government **A.CI.3.1** Explain how an individual exercises rights and responsibilities within the community	**A.CI.3.1.1** Define basic rights and responsibilities **A.CI.3.1.2** Match members of the local community with their responsibilities
CI.3.2 Demonstrate knowledge of community and local government **A.CI.3.2** Show knowledge of community and government	**A.CI.3.2.1** Identify the three branches of government **A.CI.3.2.2** Explain how laws are important to a community **A.CI.3.2.3** Categorize services provided by the local community and government
CI.3.3 Compare and contrast how all people, not just official leaders, play important roles in local government and portray good citizenship **A.CI.3.3** Describe how all people play important roles in local government	**A.CI.3.3.1** Identify the characteristics of a responsible citizen **A.CI.3.3.2** Identify roles in local government in which citizens may participate

ECONOMICS

STANDARD	ALTERNATE PERFORMANCE OBJECTIVE(S)
E.3.1 Analyze the role of money within a community and local government **A.E.3.1** Explain the role of money within a community	**A.E.3.1.1** Discuss the purpose of money **A.E.3.1.2** Identify situations in which money is needed in the local community
E.3.2 Evaluate the role of trade within a community and local government. **A.E.3.2** Discuss the products and resources available within a local community	**A.E.3.2.1** Identify the products and resources within a local community
E.3.3 Explain how people earn income **A.E.3.3** Describe how people earn income	**A.E.3.3.1** Explore different types of jobs **A.E.3.3.2** Discuss the requirements for different types of jobs (e.g., education, training, etc.)

CIVIL RIGHTS

STANDARD	ALTERNATE PERFORMANCE OBJECTIVE(S)
CR.3.1 Explain how a democracy relies on people's responsible participation **A.CR.3.1** Not Applicable	Not Applicable

CR.3.2 Examine how cultural diversity strengthens the community **A.CR.3.2** Investigate the effects of cultural diversity on the community	**A.CR.3.2.1** Discover cultural diversity **A.CR.3.2.2** Match cultural artifacts to representations found in the community (e.g., museums, statues, arrowheads, etc.)
CR.3.3 Examine the Declaration of Independence, the Constitution, and the Bill of Rights in order to recognize basic principles of democracy and civil liberties **A.CR.3.3** Examine the Bill of Rights to identify basic civil liberties	**A.CR.3.3.1** Investigate major freedoms provided by the Bill of Rights, including speech, religion, press, right to bear arms, and assembly **A.CR.3.3.2** Research how civil liberties are exercised in the local community

GEOGRAPHY

STANDARD	ALTERNATE PERFORMANCE OBJECTIVE(S)
G.3.1 Identify ways humans have altered the physical environment **A.G.3.1** Identify basic ways humans have changed the physical environment	**A.G.3.1.1** Identify ways humans and industry have changed the environment (e.g., farming, timbering, buildings, parking lots, railroads, roads, bridges, etc.) **A.G.3.1.2** Identify tools used to change/impact the environment (e.g., shovels, cranes, dump trucks, bulldozers, etc.)
G.3.2 Identify ways natural disasters affect the physical environment **A.G.3.2** Identify ways natural disasters can change the physical environment	**A.G.3.2.1** Identify natural disasters **A.G.3.2.2** Identify ways to prepare for natural disasters (e.g., evacuation orders, secure property, etc.) **A.G.3.2.3** Identify how natural disasters can change living environments

G.3.3 Explain how technological advancements have influenced the environment **A.G.3.3** Identify how technological advancements have impacted natural resources	**A.G.3.3.1** Identify natural resources in Mississippi. **A.G.3.3.2** Identify the geographic impact of using oil and various energy sources in the 21st century (e.g., oil, petroleum, nuclear power, and solar power)
G.3.4 Recognize maps, graphs, and other representations of the earth **A.G.3.4** Discuss how maps are used	**A.G.3.4.1** Identify the different purposes of maps (e.g., census, road, climate, topography, etc.)
G.3.5 Describe the relationship between locations of resources and patterns of population distribution **A.G.3.5** Explore the relationship between locations of resources and population of people	**A.G.3.5.1** Locate where people live on maps and other representations of Earth (e.g., near water sources, areas with milder climates, etc.) **A.G.3.5.2** Identify and classify renewable and nonrenewable resources **A.G.3.5.3** Identify why populations live near available resources (e.g., jobs, easy access to resources, etc.).

HISTORY	
STANDARD	**ALTERNATE PERFORMANCE OBJECTIVE(S)**
H.3.1 Identify and describe the different types of government throughout history, such as dictatorship, monarchy, aristocracy, representative democracy, and direct democracy **A.H.3.1** Identify different types of governments throughout history, such as dictatorship, monarchy, aristocracy, representative democracy, and direct democracy	**A.H.3.1.1** Define vocabulary associated with different types of government **A.H.3.1.2** Identify who holds power in each type of government **A.H.3.1.3** Compare differences between different types of government
H.3.2 Explain the role of representative democracy in framing the American government **A.H.3.2** Determine the role of representative democracy in framing the American government	**A.H.3.2.1** Describe the structure of the American government (e.g., parties, elections, senators, representatives, three branches, etc.) **A.H.3.2.2** Match the role of each branch of government to its purpose
H.3.3 Trace the history of voting rights in America **A.H.3.3** Sequence the history of voting rights in America	**A.H.3.3.1** Define voting **A.H.3.3.2** Discuss the expansion of voting rights in America

FOURTH GRADE

THEME: MISSISSIPPI STUDIES AND REGIONS

CIVICS

STANDARD	ALTERNATE PERFORMANCE OBJECTIVE(S)
CI.4.1 Describe Mississippi's entry into statehood **A.CI.4.1** Explain how Mississippi became a state	**A.CI.4.1.1** Identify the process of the Mississippi territory being admitted to the United States **A.CI.4.1.2** Identify one political and one geographic reason for changes in the location of Mississippi's state capitol
CI.4.2 Identify people in positions of power and how they can influence people's rights and freedom **A.CI.4.2** Identify people in positions of power	**A.CI.4.2.1** Identify elected leaders in the community **A.CI.4.2.2** Identify elected leaders in the state
CI.4.3 Identify rights and responsibilities as a citizen of your community and state **A.CI.4.3** Identify rights and responsibilities of a citizen	**A.CI.4.3.1** State the meaning of a right and the meaning of a responsibility of a citizen **A.CI.4.3.2** Identify some rights of a citizen (e.g., right to vote, freedom of speech, etc.) **A.CI.4.3.3** Identify some responsibilities of a citizen (e.g., serve on jury duty, follow laws, etc.)

ECONOMICS

STANDARD	ALTERNATE PERFORMANCE OBJECTIVE(S)
E.4.1 Describe Mississippi's economic and military role during the Civil War. Ex: Economic—production of iron products, textiles, and ships; Military—provision of military supplies through ports **A.E.4.1** Describe the economic and military role of Mississippi during the Civil War. (e.g., economic production of iron products, textiles, and ships; military provision of military supplies through ports)	**A.E.4.1.1** Discuss Mississippi's economic role during the Civil War (e.g., production of iron products, textiles, and ships) **A.E.4.1.2** Discuss Mississippi's military role during the Civil War (e.g., provision of military supplies through ports)
E.4.2 Evaluate how geographic and economic factors influence life and work in Mississippi **A.E.4.2** Explain how where you live and where you work influences daily life in Mississippi	**A.E.4.2.1** Classify the types of jobs found in the various regions of Mississippi (e.g., cotton farming vs. soybean farming, pastureland vs. industrial development, beaches vs. casinos, landfills vs. parks) **A.E.4.2.2** Discuss the economic impact of natural disasters (e.g., hurricanes, tornadoes, and earthquakes)
E.4.3 Identify economic conditions as a result of the Civil War, including the collapse of the economic structure, destruction of the transportation infrastructure, and high casualty rates **A.E.4.3** Not Applicable	Not Applicable

CIVIL RIGHTS

STANDARD	ALTERNATE PERFORMANCE OBJECTIVE(S)
CR.4.1 Explore the Civil Rights Movement to determine its impact on Mississippi (e.g., social, political, and economic impacts) **A.CR.4.1** State the impact of the Civil Rights Movement on Mississippi (e.g., social, political, and economic impacts)	**A.CR.4.1.1** Define vocabulary associated with the Civil Rights Movement (e.g., discrimination, prejudice, segregation, integration, suffrage, and rights) **A.CR.4.1.2** Discuss important people of the Civil Rights Movement (e.g., Martin Luther King, Jr.; Rosa Parks; Medgar Evers; James Meredith; Fannie Lou Hamer; and Charles Evers) **A.CR.4.1.3** Discuss the events of the Civil Rights Movement (e.g., the *Brown v. Board of Education* decision of 1954, Jim Crow laws, the Freedom Riders (Goodman, Chaney, Schwerner), the University of Mississippi riots (James Meredith)) **A.CR.4.1.4** Discuss the effect and positive outcomes of the Civil Rights Movement (e.g., the Civil Rights Act of 1964, abolishment of separate but equal, the Voting Rights Act of 1965, and the *Brown v. Board of Education* Supreme Court Case of 1954).
CR.4.2 Examine how culture influences the way people modify and adapt to their environment **A.CR.4.2** Explore how cultural heritage influences people	**A.CR.4.2.1** Recognize ways people celebrate their diverse cultural heritage (e.g., though literature, language, games, songs, dances, and holidays) **A.CR.4.2.2** Explore ways people celebrate their diverse cultural heritage in Mississippi

GEOGRAPHY

STANDARD	ALTERNATE PERFORMANCE OBJECTIVE(S)
G.4.1 Describe the physical geography of Mississippi **A.G.4.1** Identify the basic geography of Mississippi	**A.G.4.1.1** Identify the four basic geographical regions of Mississippi (i.e., Yazoo Basin-Delta, Pine Belt, Northern Hills, Gulf Coast) **A.G.4.1.2** Using a map key or legend, identify major natural resources and deposits on a map of Mississippi. (e.g., oil, agricultural, and aquatic)

G.4.2 Understand how geographic and environmental factors influence life and work **A.G.4.2** Identify how geographic and environmental factors influence life and work	**A.G.4.2.1** Explore the resources or lack of resources in a local region to other regions of Mississippi (e.g., Delta's rich soil vs. coastal waters) **A.G.4.2.2** Identify the three major divisions of labor within Mississippi (e.g., government, industry, and agriculture) **A.G.4.2.3** Identify economic opportunities within and outside Mississippi (e.g., construction of homes and apartments, agriculture, shopping, and restaurant development) **A.G.4.2.4** Identify commodities Mississippians use that are grown or manufactured outside of Mississippi **A.G.4.2.5** Identify the basic economic impact of natural disasters (e.g., hurricanes, tornadoes, and earthquakes)
G.4.3 Recognize maps, graphs, and other representations of Mississippi **A.G.4.3** Identify representations of Mississippi and its border states	**A.G.4.3.1** Identify north, south, east, and west on a map **A.G.4.3.2** Locate Mississippi in the United States using maps and globes **A.G.4.3.3** Identify the border states of Mississippi

HISTORY

STANDARD	ALTERNATE PERFORMANCE OBJECTIVE(S)
H.4.1 Recognize symbols, customs, and celebrations representative of our community, Mississippi, and the United States **A.H.4.1** Recognize symbols, customs, and celebrations representative of our community, Mississippi, and the United States	**A.H.4.1.1** Differentiate symbols that are significant to your school, community, Mississippi, and the United States (e.g., school mascot, community logo, Mississippi state flag, United States flag, bald eagle, etc.) **A.H.4.1.2** Identify expressions of patriotism (e.g., Pledge of Allegiance, national anthem, military salutes, etc.)

H.4.2 Distinguish reasons for European exploration and settlement in Mississippi and the impact of European explorers on trade, health, and land expansion in Mississippi **A.H.4.2** Not Applicable	Not Applicable
H.4.3 Describe Mississippi antebellum society **A.H.4.3** Describe Mississippi's agricultural economy prior to the Civil War	**A.H.4.3.1** Discuss the impact of agriculture on Mississippi's economy
H.4.4 Explain how literature, the arts, architecture, and music distinguish Mississippi from other places **A.H.4.4** Recognize Mississippians from literature, the arts, architecture, and music	**A.H.4.4.1** Identify Mississippians known for their artwork, music, architecture, and literature
H.4.5 Describe the impact of significant historical figures and events in Mississippi **A.H.4.5** Discuss significant historical figures and events in Mississippi	**A.H.4.5.1** Identify historical figures and events that are symbols of Mississippi culture (e.g., monuments, place names, etc.)

H.4.6 Compare and contrast between the different Mississippi Native American cultures (e.g., Choctaw, Chickasaw, and Natchez) **A.H.4.6** Compare the different Mississippi Native American cultures (e.g., Choctaw, Chickasaw, and Natchez)	**A.H.4.6.1** Identify the location of major tribes within Mississippi **A.H.4.6.2** Compare and contrast similarities and differences in how Native American tribes lived (e.g., their homes, roles, beliefs, clothes, games, traditions, or food)

Draft

FIFTH GRADE

U.S. HISTORY: PRE-COLUMBIAN TO AMERICAN REVOLUTION

CIVICS

STANDARD	ALTERNATE PERFORMANCE OBJECTIVE(S)
CI.5.1 Explain how weaknesses of the Articles of Confederation led to the Constitution **A.CI.5.1** Explain how the Articles of Confederation led to the Constitution.	**A.CI.5.1.1** Identify problems of the Articles of Confederation (e.g., lack of executive branch, no taxation power, and weak central government) **A.CI.5.1.2** Identify the plans and compromises that contributed to the creation of the Constitution and the Bill of Rights
CI.5.2 Demonstrate respect for the rights of others in discussion and classroom debates **A.CI.5.2** Demonstrate respect for the rights of others	**A.CI.5.2.1** Identify ways to resolve differences with respect to others

ECONOMICS

STANDARD	ALTERNATE PERFORMANCE OBJECTIVE(S)
E.5.1 Examine the various types of resources required to provide goods and services **A.E.5.1** Examine the various types of resources in the United States	**A.E.5.1.1** Identify the major resources of the United States (e.g., iron ore, dairy, cotton, corn, and timber) **A.E.5.1.2** Discuss why certain products are manufactured in certain areas in the United States (e.g., citrus grown on the coast because the climate is warm year-round, shrimp and oysters harvested on the coast because it is located near an ocean, etc.)

E.5.2 Explain how currency makes exchange easier by comparing a bartering economy to a currency-based economy **A.E.5.2** Discuss a bartering economy and a currency-based economy	**A.E.5.2.1** Identify details of a bartering economy **A.E.5.2.2** Identify details of a currency-based economy

CIVIL RIGHTS

STANDARD	ALTERNATE PERFORMANCE OBJECTIVE(S)
CR.5.1 Identify ways that people in roles of power can influence people's rights and freedom **A.CR.5.1** Identify ways that authority figures can influence people's rights and freedom	**A.CR.5.1.1** Link authority figures from various groups of people to their influence on the rights and freedom of people (e.g., Native Americans, African Americans, and women)
CR.5.2 Describe and explain traditions and contributions of various cultures **A.CR.5.2** Compare traditions and contributions of various cultures	**A.CR.5.2.1** Identify ways people celebrate their traditions and diverse cultural heritage (e.g., through literature, language, games, songs, dances, and holidays)

GEOGRAPHY

STANDARD	ALTERNATE PERFORMANCE OBJECTIVE(S)
G.5.1 Locate on a map the physical features of America prior to Exploration **A.G.5.1** Locate on a map physical features that are present in America	**A.G.5.1.1** Identify major landforms and bodies of water in America (e.g., oceans, rivers, major forests, and significant mountain ranges)
G.5.2 Describe physical features of the environment **A.G.5.2** Identify physical features of the environment	**A.G.5.2.1** Differentiate between landforms and bodies of water **A.G.5.2.2** Identify how physical features impact communities **A.G.5.2.3** Identify ways physical environments may change over time (e.g., through erosion, hurricanes, etc.)
G.5.3 Recognize maps, graphs, and other representations of the earth **A.G.5.3** Use a map and other representations of the earth to locate specific points	**A.G.5.3.1** Identify cardinal and intermediate directions (e.g., north, northeast, northwest, south, southeast, southwest, east, and west) **A.G.5.3.2** Locate Mississippi and the border states of Mississippi using maps or globes

HISTORY	
STANDARD	**ALTERNATE PERFORMANCE OBJECTIVE(S)**
H.5.1 Recognize symbols, customs, and celebrations representative of the United States **A.H.5.1** Recognize symbols, customs, and celebrations representative of the United States	**A.H.5.1.1** Identify national symbols, customs, and celebrations that are significant to the United States (e.g., Fourth of July, United States flag, bald eagle, etc.) **A.H.5.1.2** Identify expressions of national patriotism
H.5.2 Examine the reasons and impact for exploration of the New World **A.H.5.2** Not Applicable	Not Applicable
H.5.3 Describe reasons for colonization of North America **A.H.5.3** Describe reasons for colonization of North America	**A.H.5.3.1** Identify significant European explorers (e.g., Columbus, DeSoto, etc.) **A.H.5.3.2** Discuss factors that prompted exploration and colonization (e.g., religious freedom, land, economic growth, etc.)
H.5.4 Explain major events of the American Revolution and their outcomes **A.H.5.4** Investigate the major events and the impact of the American Revolution	**A.H.5.4.1** Sequence the events that led to the American Revolution (e.g., French and Indian War, British Stamp Act, Intolerable Acts, Boston Massacre, Tea Act, etc.) **A.H.5.4.2** Identify multiple principles of the Declaration of Independence **A.H.5.4.3** Identify key battles of the American Revolution **A.H.5.4.4** Label significant people and their impact on the American Revolution **A.H.5.4.5** Identify the Treaty of Paris of 1783

H.5.5 Chart the causes and events leading to the American Revolution. Cite the reasons for the establishment of early colonies in North America **A.H.5.5** Not Applicable	Not Applicable
H.5.6 Differentiate among pre-Columbian civilizations **A.H.5.6** Not Applicable	Not Applicable
H.5.7 Describe the impact of significant historical figures and events **A.H.5.7** Describe significant historical figures and events	**A.H.5.7.1** Identify historical figures and events that are used as symbols of American culture (e.g., currency, monuments, and place names)

SIXTH GRADE

CIVICS AND THE WORLD

CIVICS

STANDARD	ALTERNATE PERFORMANCE OBJECTIVE(S)
CI.6.1 Understand the various roles and expectations of citizens throughout the world and apply that understanding to their role as a citizen of their community, state, and nation **A.CI.6.1** Identify the various roles of citizens and apply that understanding to their role as a citizen of their community, state, and nation	**A.CI.6.1.1** Show how technology and media affect decision-making **A.CI.6.1.2** Explain how citizenship roles vary based on the population, size, and geographic position of a state **A.CI.6.1.3** Identify the many forms of citizenship
CI.6.2 Examine the challenges of civic engagement in the contemporary world **A.CI.6.2** Explore how technology and media affect our civil rights and responsibilities	**A.CI.6.2.1** Describe the impacts of technology and media in making reliable decisions **A.CI.6.2.2** Illustrate how globalization has changed the rights and responsibilities of citizens **A.CI.6.2.3** Identify ways security has impacted civil liberty protections

ECONOMICS

STANDARD	ALTERNATE PERFORMANCE OBJECTIVE(S)
E.6.1 Explain the concept of natural resources and how people use and value them **A.E.6.1** Identify natural resources and how people use them	**A.E.6.1.1** Identify natural resources **A.E.6.1.2** Discuss how people use natural resources
E.6.2 Identify the geographic patterns of economic interactions **A.E.6.2** Describe economic interactions	**A.E.6.2.1** Describe economic activities (e.g., primary—harvesting and extraction of natural resources; secondary—manufacturing, construction, and utilities; tertiary—services)

CIVIL RIGHTS

STANDARD	ALTERNATE PERFORMANCE OBJECTIVE(S)
CR.6.1 Identify physical and political factors that contribute to cooperation and conflict among people **A.CR.6.1** Identify global and local factors that lead to agreement and disagreement among people	**A.CR.6.1.1** Recognize different types of ideas and beliefs that lead to argument among people (e.g., religion, race, ethnicity, culture, national and international differences, etc.)

CR.6.2 Formulate an understanding of citizenship roles in Western Europe, Eastern Europe, Latin America, South Asia, East Asia, the Middle East, North Africa, and Sub-Saharan Africa and how they are influenced by a variety of factors **A.CR.6.2** Not Applicable	Not Applicable

GEOGRAPHY

STANDARD	ALTERNATE PERFORMANCE OBJECTIVE(S)
G.6.1 Describe the world using the tools of geography including maps, globes, and technological representations **A.G.6.1** Use appropriate maps, globes, and other geographic tools (e.g., internet) to locate various sites or places	**A.G.6.1.1** Identify road map essentials (e.g., interstate, highway, county road, and exit) **A.G.6.1.2** Identify a specific map for a specific purpose **A.G.6.1.3** Use appropriate geographic tools to locate a specific place or piece of information
G.6.2 Explain the concept of place and the factors that give meaning to particular places **A.G.6.2** Identify the major features of a given place	**A.G.6.2.1** Identify the distinguishing physical and human characteristics of different places within the United States **A.G.6.2.2** Explore how people create the places they live in **A.G.6.2.3** Identify personal, community, or national identities that are based on places (e.g., Florida is known as the Sunshine State, Georgia is known as the Peach State, etc.)

G.6.3 Identify geographic patterns in the environment that result from the processes of Earth's physical systems **A.G.6.3** Identify geographic results of Earth's physical changes	**A.G.6.3.1** Identify the atmosphere, biosphere, lithosphere, and hydrosphere **A.G.6.3.2** Discuss how Earth-sun relationships regulate seasonal changes in temperature, precipitation, vegetation, and weather patterns at various locations on Earth **A.G.6.3.3** Investigate how natural processes shaped the physical environment
G.6.4 Determine how regions are used to describe the organization of Earth's surface **A.G.6.4** Explore the major regions of Earth's surface and distinguishing factors	**A.G.6.4.1** Identify the major regions of Earth's surface and the characteristics of each (e.g., North Frigid Zone, North Temperate Zone, Torrid Zone, South Temperate Zone, and South Frigid Zone) **A.G.6.4.2** Investigate the main characteristics of the major world regions
G.6.5 Describe the characteristics and causes of human population changes and migration **A.G.6.5** Describe reasons why people migrate to other areas	**A.G.6.5.1** Identify factors that prompt people to move away to new areas (e.g., natural disasters, job relocation, family changes)
G.6.6 Describe the patterns of human settlements and the factors that contribute to their formation **A.G.6.6** Investigate patterns of human settlement and why they change	**A.G.6.6.1** Identify basic structures of settlements, communities, or towns **A.G.6.6.2** Identify characteristics of locations that prove better for settlement **A.G.6.6.3** Identify settlement patterns in association with the location of resources

G.6.7 Compare and contrast ways that humans and the physical environment are impacted by the extraction of resources **A.G.6.7** Describe the positive and negative consequences of changing the physical environment	**A.G.6.7.1** Discuss ways in which humans modify the physical environment negatively (e.g., deforestation, air pollution, water pollution, etc.) **A.G.6.7.2** Discuss ways in which humans modify the physical environment positively (e.g., recycling, conserving resources, composting, etc.) **A.G.6.7.3** Identify tools people use to modify the environment (e.g., shovels, cranes, dump trucks, bulldozers, etc.) **A.G.6.7.4** Identify types of environmental hazards and how people respond to natural hazards

HISTORY

STANDARD	ALTERNATE PERFORMANCE OBJECTIVE(S)
H.6.1 Explain the characteristics and development of culture **A.H.6.1** Describe the characteristics of culture	**A.H.6.1.1** Compare the aspects of various cultures (e.g., religion/belief systems, language, ethnicity, institutions, technology, art, architecture, dress, foods, and traditions)

DRAFT

SEVENTH GRADE

EARLY WORLD HISTORY

STRANDS: CIVICS, ECONOMICS, CIVIL RIGHTS, GEOGRAPHY, AND HISTORY

STANDARD	ALTERNATE PERFORMANCE OBJECTIVE(S)
7.1 Illustrate an understanding of the development of civilization in the Nile River Valley (Strands: Civics, Civil Rights, Geography, History, Economics) **A.7.1** Identify the physical and geographical features of Egypt that influenced the development of civilization (Strands: Civics, Civil Rights, Geography, History, Economics)	**A.7.1.1** Identify how religion affected the lives of the ancient Egyptians (e.g., architecture, the afterlife, and mummification) **A.7.1.2** Describe features of ancient Egyptian culture and social class structure **A.7.1.3** Identify the importance of the Rosetta Stone **A.7.1.4** Explain how trade influenced the development of Egypt **A.7.1.5** Locate Egypt and the Nile River on a map
7.2 Examine an understanding of the development of civilization in the river valleys of China (Strands: Civics, Civil Rights, Geography, History, Economics) **A.7.2** Identify the physical and geographical features in the river valleys of China that influenced the development of civilization (Strands: Civics, Civil Rights, Geography, History, Economics)	**A.7.2.1** Identify how culture affected the lives of the Chinese (e.g., language, art, architecture, and social class) **A.7.2.2** Identify the importance of the Great Wall **A.7.2.3** Explain how trade influenced the development of China **A.7.2.4** Locate China and the river valleys of China on a map

7.3 Demonstrate an understanding of the development of civilization in the Indus Valley (Strands: Civics, Civil Rights, Geography, History, Economics) **A.7.3** Identify the physical and geographical features of the Indus Valley that influenced the development of civilization (Strands: Civics, Civil Rights, Geography, History, Economics)	**A.7.3.1** Identify how culture affected the Indus Valley (e.g., language, art, and architecture) **A.7.3.2** Identify the different levels of the Indian caste system **A.7.3.3** Explain how trade influenced the development of the Indus River Valley **A.7.3.4** Locate the Indus Valley and India on a map
7.4 Analyze the development of civilizations in ancient Greece (Strands: Civics, Civil Rights, Geography, History, Economics) **A.7.4** Identify the physical and geographical features of ancient Greece that influenced the development of civilizations (Strands: Civics, Civil Rights, Geography, History, Economics)	**A.7.4.1** Identify how culture affected ancient Greece (e.g., language, art, architecture, social class, and philosophy) **A.7.4.2** Explore the various forms of government in ancient Greece (e.g., monarchy, oligarchy, and democracy) **A.7.4.3** Compare the similarities and differences between Athens and Sparta **A.7.4.4** Explain how trade influenced the development of Greece **A.7.4.5** Locate Greece on a map
7.5 Inspect the development Roman civilization (Strands: Civics, Civil Rights, Geography, History, Economics) **A.7.5** Identify the physical and geographical features of Roman civilization that influenced the development of ancient Rome (Strands: Civics, Civil Rights, Geography, History, Economics)	**A.7.5.1** Identify how culture affected ancient Rome (e.g., art, language, social class, and recreation) **A.7.5.2** Explore the government structure of Rome (e.g., monarchy, republic, and the empire) **A.7.5.3** Compare how trade influenced the development of Rome **A.7.5.4** Locate Rome on a map

7.6 Explore and evaluate the development of sub-Saharan civilizations in East, South, and West Africa (Strands: Civics, Civil Rights, Geography, History, Economics) **A.7.6** Identify the physical and geographical features of sub-Saharan civilizations in Africa that influenced development (Strands: Civics, Civil Rights, Geography, History, Economics)	**A.7.6.1** Identify how culture affected sub-Saharan Africa (e.g., art, architecture, and class structure) **A.7.6.2** Explore how the civilizations of sub-Saharan Africa were governed **A.7.6.3** Explain how trade influenced the development of sub-Saharan Africa **A.7.6.4** Locate sub-Saharan Africa on a map
7.7 Compare and contrast the development of early world religions and philosophies (Strands: Civics, Civil Rights, History) **A.7.7** Describe the characteristics of early world religions and philosophies (Strands: Civics, Civil Rights, History)	**A.7.7.1** Identify characteristics of animism, monotheism, and polytheism **A.7.7.2** Discuss the origins and foundational beliefs of Christianity, Islam, Buddhism, Hinduism, and Judaism
7.8 Assess the Middle Ages and the emergence of nation-states in Europe (Strands: Civics, Geography, History, Economics) **A.7.8** Identify key developments of the Middle Ages in Europe (Strands: Civics, Geography, History, Economics)	**A.7.8.1** Identify the importance of the Magna Carta **A.7.8.2** Identify the events of the Crusades **A.7.8.3** Discuss the effects of the Crusades on Europe **A.7.8.4** Identify the importance of the Roman Catholic Church in medieval Europe **A.7.8.5** Identify the economic, political, and social effects of the plague

7.9 Investigate the impact of the Renaissance and the Reformation on Europe (Strands: Civics, Civil Rights, Geography, History, Economics) **A.7.9** Identify the importance the Renaissance and the Reformation had on Europe (Strands: Civics, Civil Rights, Geography, History, Economics)	**A.7.9.1** Identify key figures and contributions of the Renaissance throughout Europe (e.g., arts, music, literature, and architecture) **A.7.9.2** Identify the causes and events of both the Reformation and the Counter Reformation **A.7.9.3** Describe how the Renaissance encouraged the development of trade

Draft

EIGHTH GRADE

U.S. HISTORY: EXPLORATION TO 1877

STRANDS: CIVICS, ECONOMICS, CIVIL RIGHTS, GEOGRAPHY, AND HISTORY

STANDARD	ALTERNATE PERFORMANCE OBJECTIVE(S)
8.1 Examine major aspects of the development of the United States from Exploration to 1754 (Strands: Civics, Civil Rights, Geography, History, Economics) **A.8.1** Examine major events in the development of the United States from Exploration to 1754 (Strands: Civics, Civil Rights, Geography, History, Economics)	**A.8.1.1** Discuss explorers important to the development of the New World (e.g., Christopher Columbus, Magellan) **A.8.1.2** Compare the relationships between the various Native American and colonial groups
8.2 Evaluate the key people, factors, and events that led to the American Revolution and the establishment of the United States government (Strands: Civics, Civil Rights, Geography, History, Economics) **A.8.2** Recognize the key events that led to the American Revolution and the founding of the United States (Strands: Civics, Civil Rights, Geography, History, Economics)	**A.8.2.1** Discuss key events that led to the American Revolution

8.3 Identify and evaluate the people, places, and documents that caused the founding of the nation and relate their significance to the development of the American constitutional republic (Strands: Civics, Civil Rights, History) **A.8.3** Identify and explore the events that led to the founding of the United States (Strands: Civics, Civil Rights, History)	**A.8.3.1** Discuss the impact of the American Revolution on the founding of the United States **A.8.3.2** Discuss significant documents that contributed to the founding of the United States
8.4 Analyze the challenges and central ideas involved in creating the new nation (Strands: Civics, Civil Rights, Geography, History, Economics) **A.8.4** Describe the role of George Washington in the nation's development (Strands: Civics, Civil Rights, Geography, History, Economics)	**A.8.4.1** Discuss the role of George Washington in the nation's development
8.5 Interpret the geographical, social, and political causes, challenges, and effects of westward expansion (Strands: Civics, Civil Rights, Geography, History, Economics) **A.8.5** Describe the reasons for and effects of westward expansion (Strands: Civics, Civil Rights, Geography, History, Economics)	**A.8.5.1** Identify the reasons that the United States purchased Louisiana from France **A.8.5.2** Discuss the significance of the Lewis and Clark Expedition **A.8.5.3** Discuss the "Trail of Tears"

8.6 Interpret the causes, challenges, and effects of the Industrial Revolution (Strands: Civics, Civil Rights, Geography, History, Economics) **A.8.6** Discuss the causes and effects of the Industrial Revolution (Strands: Civics, Civil Rights, Geography, History, Economics)	**A.8.6.1** Identify the causes of the Industrial Revolution in the United States **A.8.6.2** Discuss how the Industrial Revolution impacted American life (e.g., communication; transportation; the cultural, religious, and social impacts)
8.7 Evaluate the impact of the American social and political reforms on developing American society during the first half of the nineteenth century (Strands: Civics, Civil Rights, History) **A.8.7** Explore the significance of the American social and political reforms during the first half of the 19th century (Strands: Civics, Civil Rights, History)	**A.8.7.1** Discuss the impact of the abolitionist movement during the first half of the 19th century (e.g., Frederick Douglass, William Lloyd Garrison, and Harriet Beecher Stowe) **A.8.7.2** Discuss the impact of the women's suffrage movement during the first half of the 19th century (e.g., Emmeline Pankhurst, Dorothea Dix, Elizabeth Cady Stanton, Lucretia Mott, and Susan B. Anthony)
8.8 Interpret the social and economic conflicts between the North and South that would eventually lead to the American Civil War (Strands: Civics, Civil Rights, Geography, History, Economics) **A.8.8** Compare the social and economic conflicts that led to the American Civil War (Strands: Civics, Civil Rights, Geography, History, Economics)	**A.8.8.1** Discuss the events that led to the American Civil War (e.g., slavery, states' rights, agriculture vs. industry)

8.9 Identify and evaluate the key events and people involved in the American Civil War (Strands: Civics, Civil Rights, Geography, History, Economics) **A.8.9** Identify the key events and people involved in the American Civil War (Strands: Civics, Civil Rights, Geography, History, Economics)	**A.8.9.1** Identify the key events and people involved in the American Civil War **A.8.9.2** Discuss the contributions of women, African Americans, and other minority or historically disadvantaged groups to the war effort (e.g., Clara Barton, 54th Massachusetts Regiment, Native Americans, etc.) **A.8.9.3** Discuss the outcomes of the Civil War (e.g., Emancipation Proclamation, Gettysburg Address, etc.)
8.10 Analyze the Reconstruction efforts in post-Civil War America (Strands: Civics, Civil Rights, Geography, History, Economics) **A.8.10** Detail the key aspects of the Reconstruction Era (Strands: Civics, Civil Rights, Geography, History, Economics)	**A.8.10.1** Discuss the Reconstruction Era (e.g., Abraham Lincoln's assassination) **A.8.10.2** Define the 13th, 14th, and 15th amendments

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SUPPORT DOCUMENTS AND RESOURCES

The MDE will develop support documents for the *MS AAAS for the K-8 Social Studies*. Local districts, schools, and teachers may use these documents to construct standards-based social studies curricula allowing them to customize content to fit student needs and match available instructional materials. The support documents will include suggested resources, instructional strategies, and essential knowledge.

Professional development efforts will be aligned with the standards and delivered in conjunction with teacher resources to help expand expertise in delivering student-centered lessons. For more information, please contact the Office of Special Education at 601.359.3498 or visit the MDE website at mdek12.org.

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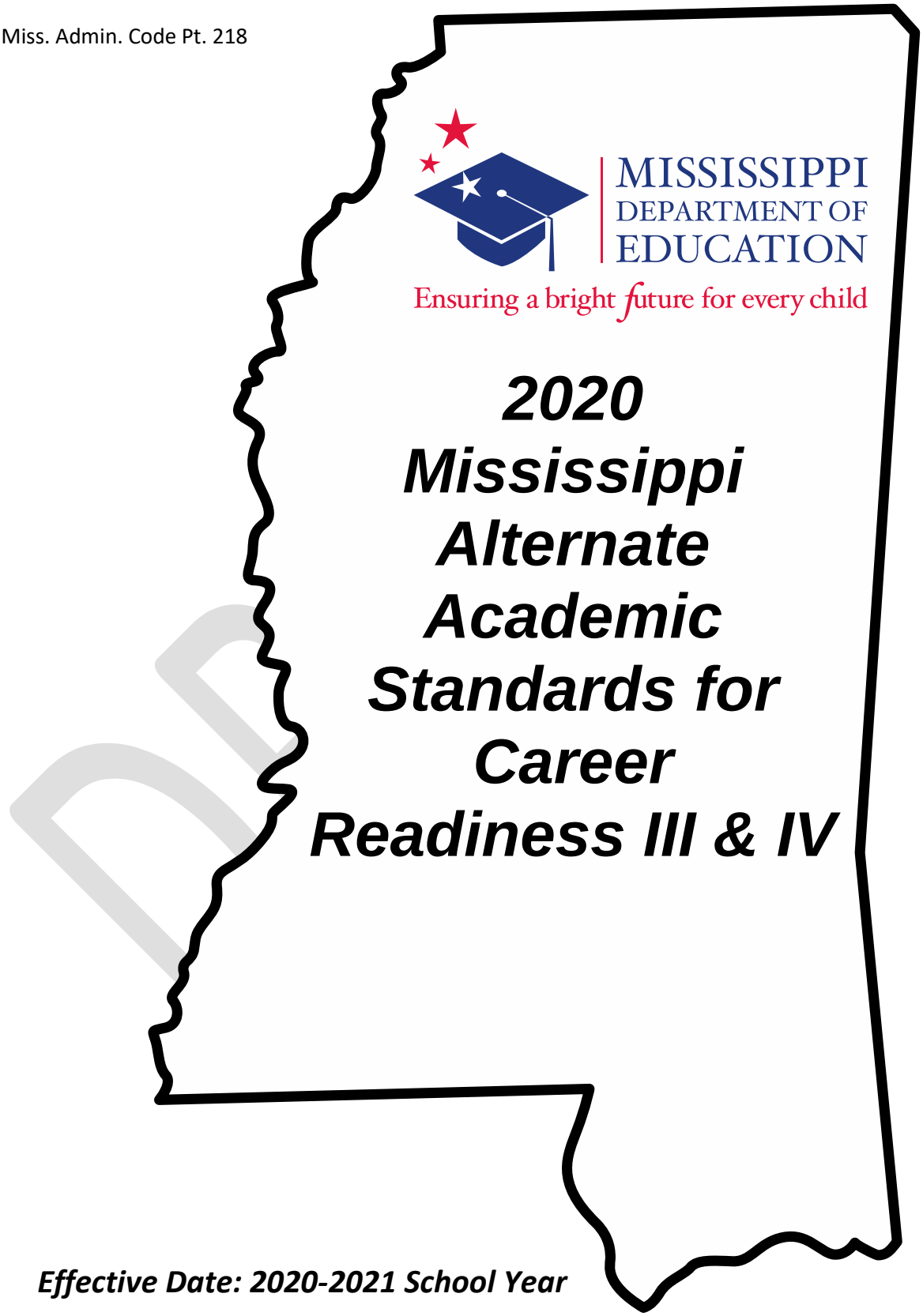

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2020 Mississippi Alternate Academic Standards for Career Readiness III & IV

Effective Date: 2020-2021 School Year

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2020 Mississippi Alternate Academic Achievement Standards for Career Readiness III & IV

Carey M. Wright, Ed.D., State Superintendent of Education

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Introduction

The Mississippi Department of Education (MDE) is dedicated to student success, which includes improving student achievement and establishing communication skills within a technological environment. The *Mississippi Alternate Academic Achievement Standards (MS AAAS) for Career Readiness* provides a consistent, clear understanding of what students are expected to know and be able to do by the end of the course. The purpose of the *MS AAAS for Career Readiness* is to build a bridge from the content in general education to academic expectations for students with the most significant cognitive disabilities. The standards are designed to be rigorous and relevant to the real world, reflecting the knowledge and skills that students need for success in postsecondary settings.

Purpose

The purpose of the *MS AAAS for Career Readiness* is to provide a common framework for teachers of students with a significant cognitive disability (SCD) to use in curriculum development and instructional delivery. In an effort to closely align instruction for students with significant cognitive disabilities who are progressing toward postsecondary settings, the *MS AAAS for Career Readiness* includes career-development, course-specific standards. The standards' contents are grouped into three domains: personal/social development, career development, and technology.

Implementation

The *MS AAAS for Career Readiness III & IV* will be piloted during the 2020-2021 school year.

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2020 Mississippi Alternate Academic Achievement Standards for Career Readiness III & IV

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Research and Background Information

The MDE is committed to creating a world-class educational system that prepares all students to be successful in college and in the workforce. Success for all students includes those with SCD. This Career Readiness course is designed to provide students with significant cognitive disabilities the skills, education, and experiences that prepare them for opportunities beyond high school. The *MS AAAS for Career Readiness* reflects common career development themes found in the *States' Career Cluster Initiative (2008), American School Counselors Association Standards, National Career Development Guidelines*, and *The Partnership for 21st Century Learning* framework. Select standards from the International Society for Technology in Education (ISTE) are included to provide meaningful digital experiences that will translate to the workplace.

All the standards are designed to be rigorous and relevant to the real world, reflecting the knowledge and skills students need for success in postsecondary settings. The accompanying teacher resource guide will use scaffolding to optimize student learning and meet each student as his or her ability level.

Core Elements in the Use and Design of the *MS AAAS for Career Readiness III & IV*

The *MS AAAS for Career Readiness* was developed for students with significant cognitive disabilities. This document does not dictate a manner or specific methods of teaching. The standards in this document are not sequenced for instruction and do not prescribe classroom activities, materials, or instruction strategies. Rather, these standards are end-of-course expectations for each grade or course. The standards are intended to drive relevant and rigorous instruction that emphasizes student knowledge of both disciplinary core ideas (concepts) and the application of career readiness skills to support student readiness for postsecondary settings.

The *MS AAAS for Career Readiness* are comprised of three domains: personal/social, career development, and technology. Skills in each of these areas will be developed as students' progress through Career Readiness courses I-IV. The performance objectives in each domain are written with consideration to students with SCDs. A brief description of each domain is presented below:

1. Personal/social:
   Cultivating personal and social development is a process that results in students understanding themselves and their capabilities as well as understanding themselves in relation to other people. Many of the critical 21st-century skills sought after by employers fall in the category of personal and social development: communication, collaboration, problem solving, initiative and personal responsibility. Explicit instruction with emphasis on the future work environment can be delivered in a variety of ways, including mentoring, job shadowing, career exploration, job simulations, site visits, and career training. Some students may not be working toward gainful employment. Therefore, it is equally important for students to develop socially acceptable leisure skills. Teaching appropriate leisure skills includes modeling of appropriate interaction with materials within the environment.

   Students will understand themselves in relationship to other people. Through a

variety of tools, students will identify interests, abilities, and strengths that relate to an occupation of interest. Students will also learn how to make decisions and set goals toward achieving their career and life plans.

2. Career development:
   Students will build skills and a knowledge base that facilitates a successful transition from school to postsecondary education and/or work. In this course, students will explore career clusters, research career options, interact with employers and other professionals, demonstrate interview skills, and hone communication skills.

3. Technology:
   Technology is constantly changing how we work, transact business, and communicate. In this strand, students will learn the skills valued by employers and useful for everyday living. The computer skills they acquire will prepare them to communicate electronically in a professional setting. Internet safety and ethical online conduct are concepts that will be practiced and reinforced throughout the unit.

   Using the internet as source for self-assessments, employment information, and other postsecondary options will provide relevant opportunities for students to experience the abundance of resources available online. The use of technology, including assistive devices, will increase learning outcomes because students will have a variety of ways to express what they are learning in the classroom and workplace.

Structure of the Standards Document

The *Standards Document* is divided into the following four categories:

1. Content strand:
   In Career Readiness, the content strands are organized into three distinct areas: personal/social, career development, and technology.

2. Disciplinary core ideas:
   The disciplinary core ideas subdivide the main content strands based on recurring ideas found in each strand. These core ideas are the key organizing principles for the development of emphasis on one of the three content strands in each grade level. All content strands will be found in each grade level.

3. Conceptual understanding:
   These are statements of the core ideas for which student should demonstrate an understanding. Some grade level and/or course topics include more than one conceptual understanding with each guiding the intent of the standards.

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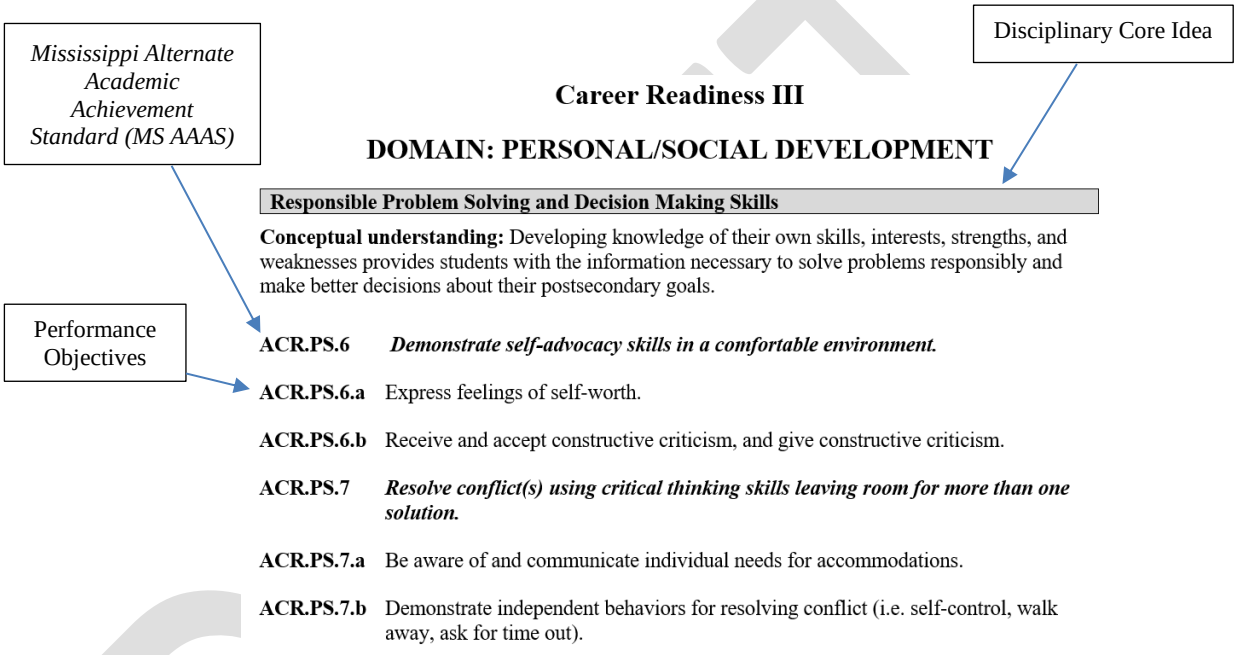
4. *Mississippi Alternate Academic Achievement* content standard:
   The *MS AAAS for Career Readiness* is a general statement of what students with significant cognitive disabilities should know and be able to do because of instruction.



Support Documents and Resources

The MDE Office of Special Education has developed support documents for the *MS AAAS Career Readiness* course. Local districts, schools, and teachers may use these documents to construct standards-based Career Readiness instruction and lessons, allowing them to customize content and delivery methods to fit each student's needs. The support documents may include suggested resources, instructional strategies, sample lessons, and blueprints. Professional development efforts will be aligned to the *MS AAAS for Career Readiness* and delivered in accord with teacher resources to help expand expertise in delivering student-centered lessons. The most successful national models and programs will be referenced for a capacity-building effort that can develop a more effective culture of Career Readiness education in Mississippi.

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Career Readiness III

DOMAIN: PERSONAL/SOCIAL DEVELOPMENT

Responsible Problem Solving and Decision Making Skills

Conceptual understanding: Developing knowledge of their own skills, interests, strengths, and weaknesses provides students with the information necessary to solve problems responsibly and make better decisions about their postsecondary goals.

ACR.PS.6 ***Demonstrate self-advocacy skills in a comfortable environment***

ACR.PS.6.a Express feelings of self-worth

ACR.PS.6.b Receive and accept constructive criticism, and give constructive criticism

ACR.PS.7 ***Resolve conflict(s) using critical thinking skills leaving room for more than one solution***

ACR.PS.7.a Be aware of and communicate individual needs for accommodations

ACR.PS.7.b Demonstrate independent behaviors for resolving conflict (i.e., self-control, walk away, ask for time out)

Communication

Conceptual understanding: Effective communication skills contribute to the success of any employee. Developing strong relationships within an organization depends on effective communication whether verbal, nonverbal, or written. Demonstrating the following objectives will facilitate productive working relationships with the students and their colleagues.

ACR.PS.8 ***Demonstrate appropriate communication and social skills in multiple settings***

ACR.PS.8.a Articulate thoughts and ideas effectively in oral, written, or nonverbal skills using the student's mode of communication in multiple settings

ACR.PS.8.b Demonstrate ability to work with and accept diverse thoughts, opinions, and beliefs

DOMAIN: CAREER DEVELOPMENT

Career Selection and Planning

Conceptual understanding: Students will have the opportunity to practice decision-making and goal-setting strategies to plan their postsecondary goals. The student's IEP Transition Packet* will track the student's progress toward reaching his or her goals.

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ACR.CD.5 ***Apply decision-making strategies, set goals, and take necessary action to achieve employment goals***

ACR.CD.5.a Re-evaluate personal interests, abilities, and skills through updated transition assessment from IEP Transition Packet* and Transition Plan

ACR.CD.5.b Track high school graduation requirements and progress in IEP Transition Packet*

ACR.CD.5.c Demonstrate awareness of the education and training required to achieve career goal

ACR.CD.5.d Determine gaps in current and required skills to perform desired job

ACR.CD.5.e Update short- and long-term work preparation goals in IEP Transition Packet*

ACR.CD.6 ***Employ transition strategies for Future Job Placement***

ACR.CD.6.a Update the student's IEP Transition Packet* that includes goals for education, employability, and life skills

ACR.CD.6.b Demonstrate knowledge of various services and agencies to assist in achieving postsecondary education employment goals and/or services

ACR.CD.6.c Demonstrate employability and job readiness skills in an internship, job shadowing, simulated work experience, or competitive employment

ACR.CD.6.d Exhibit sufficient skills to perform job task

DOMAIN: TECHNOLOGY

Technology Operations and Concepts

Conceptual understanding: While students may have some knowledge of technology, this section instructs students in the more advanced functions of the computer. This information will provide them with a context for additional technology instruction.

ACR.T.7 ***Learn basic chart and graph skills***

ACR.T.7.a Demonstrate the use of chart and graph skills using technology (e.g., Keynotes, Google Slides, Microsoft apps, ChartGo online tools, etc.)

ACR.T.7.b Illustrate the various procedures for creating charts and graphs using technology (e.g., create a video, organize digital pictures, create using an app, etc.)

Digital Citizenship

Conceptual understanding: Living and learning in an interconnected world requires students to understand their roles in managing their digital identity and reputation as well as the permanence of

their online actions. Students learn the importance of engaging in positive, safe, and ethical behavior whether using technology for personal, educational, or employment purposes.

ACR.T.8 ***Develop a self-monitoring checklist of appropriate use to refer to when using technology***

ACR.T.8.a Identify websites and digital resources that may contain inaccurate or biased information

ACR.T.8.b Exhibit appropriate use of technology (e.g., appropriate legal/ethical behaviors when using technology, including social interactions online or when using networked devices)

Research and Informational Literacy

Conceptual understanding: The ability to access information from various resources is a skill that will benefit students throughout their lifetime. Technology, including assistive technology, will be used to research career-related information and to complete interest assessments.

ACR.T.9 ***Demonstrate the ability to access digital career planning resources***

ACR.T.9.a Locate details about postsecondary education and/or employment options that relate to my education or employment goals (e.g., online college applications, job applications, Mississippi Works, etc.)

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Career Readiness IV

DOMAIN: PERSONAL/SOCIAL DEVELOPMENT

Transition Planning

Conceptual understanding: Developing an accurate knowledge of their own skills, interests, strengths, and weaknesses provides students with the information necessary to make better transition decisions toward achieving their postsecondary goals.

ACR.PS.9 ***Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking, problem solving, information gathering, technology management, interpersonal skills, honesty, dependability, etc.)***

ACR.PS.9.a Practice engaging in teamwork, showing initiative, and other soft skills (e.g., problem solving, work ethic, flexibility, adaptability, time management, customer service, etc.)

ACR.PS.10 ***Identify community resources for health, wellness, and leisure***

ACR.PS.10.a Differentiate among services provided by various health, wellness, and leisure resources in your community

ACR.PS.11 ***Demonstrate self-advocacy skills across multiple settings***

ACR.PS.11.a Express feelings of self-worth and coping skills in multiple settings

ACR.PS.11.b Receive and accept constructive criticism and give constructive criticism in multiple settings

ACR.PS.11.c Communicate individual needs (e.g., medical, physical, accommodations, etc.)

Communication

Conceptual understanding: Effective communication skills contribute to the success of any employee. Developing strong relationships within an organization depends on effective communication, whether verbal, nonverbal, or written. Demonstrating the following objectives will facilitate productive working relationships with the students and their colleagues.

ACR.PS.12 ***Demonstrate awareness of appropriate communication and social skills***

ACR.PS.12.a Articulate thoughts and ideas effectively using oral, written, or nonverbal skills in a variety of contexts

ACR.PS.12.b Demonstrate ability to advocate for personal thoughts, opinions, and beliefs

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DOMAIN: CAREER DEVELOPMENT

Transition Strategies for Future Job Placement

Conceptual understanding: Students will have the opportunity to practice decision-making and goal-setting strategies to plan their postsecondary goals. The student's IEP Transition Packet* will track the student's progress toward reaching their goals.

ACR.CD.7 ***Employ transition strategies for future job placement.***

ACR.CD.7.a Annually update the student career readiness portfolio that includes goals for education, employability, and life skills

ACR.CD.7.b Demonstrate knowledge of specific services provided by agencies to assist in achieving postsecondary education employment goals and/or services

ACR.CD.7.c Demonstrate employability and job readiness skills in an internship, job shadowing, simulated work experiences, or competitive employment

ACR.CD.7.d Exhibit sufficient skills to perform job task with accommodations (as needed)

Job Seeking and Advancement

Conceptual understanding: Students will have the opportunity to practice decision-making and goal-setting strategies to plan their postsecondary goals. The student's IEP Transition Packet* will track the student's progress toward reaching their goals.

ACR.CD.8 ***Employ skills and strategies to secure, maintain, and advance in their chosen career or postsecondary opportunity***

ACR.CD.8.a Demonstrate ability to use different types of career information resources to facilitate career search

ACR.CD.8.b Update student IEP Transition Packet* to reflect progress to date on education and skills acquired

ACR.CD.8.c Demonstrates job seeking skill: complete applications (e.g., online and/or paper)

ACR.CD.8.d Demonstrates job seeking skill: prepare resume and cover letter

ACR.CD.8.e Demonstrates job seeking skill: job interview preparation

ACR.CD.8.f Recognize personal boundaries, personal responsibility, and privacy needs in the workplace

ACR.CD.8.g Demonstrate employability and job readiness skills in an internship, job shadowing, simulated work experiences, or supportive or competitive employment

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DOMAIN: TECHNOLOGY

Technology Operations and Concepts

While students may have some knowledge of technology, this section instructs students in the more advanced functions of the computer. This information will provide them with a context for additional technology instruction.

ACR.T.10 ***Learn common technology-related troubleshooting skills***

ACR.T.10.a Demonstrate the use of common technology-related troubleshooting skills (e.g., locating, uploading, or attaching a file; spellcheck; running software updates, checking peripherals, etc.)

ACR.T.11 ***Practice creating and editing documents***

ACR.T.11.a Create documents using technology (e.g., word documents, spreadsheets, photos, slide presentations, videos, etc.)

ACR.T.11.b Demonstrate various editing techniques (i.e., making corrections to a document that has been edited and then resaving the document, photoshop editing, etc.)

Digital Citizenship

Conceptual understanding: Living and learning in an interconnected world requires students to understand their roles in managing their digital identity and reputation as well as the permanence of their online actions. Students learn the importance of engaging in positive, safe, and ethical behavior, whether using technology for personal, educational, or employment purposes.

ACR.T.12. ***Distinguish between valid and invalid sources to ensure digital safety***

ACR.T.12.a Demonstrate the ability to responsibly utilize technology (using only secure internet connections, not logging on to unsecured networks, posting only appropriate media, being aware of cyberbullying, etc.)

IEP Transition Packet includes student documentation and transition plan. This information is required on the IEP transition page (e.g., career planning, aptitude and skills, job interests, self-assessment, parent survey, career choices inventory, etc.).

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2020 Mississippi Alternate Academic Achievement Standards for Life Skills Development III & IV

Effective Date: 2020-2021 School Year

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2019 Mississippi Alternate Academic Achievement Standards for Life Skills Development III & IV

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Tiffany Withers	Rankin County School District

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Introduction

The Mississippi Department of Education (MDE) is dedicated to student success, which includes improving student achievement and establishing communication skills within a technological environment. The *Mississippi Alternate Academic Achievement Standards (MS AAAS) for Life Skills Development* provides a consistent, clear understanding of what students are expected to know and be able to do by the end of each course. The mission of the *MS AAAS for Life Skills Development* courses is to ensure that secondary students with the most significant cognitive disabilities are provided with life-skills instruction that is relevant to the real world, reflecting the knowledge and skills that students need to function and succeed in settings beyond school.

Purpose

The purpose of the *MS AAAS for Life Skills Development* is to provide a common framework for teachers of students with a significant cognitive disability (SCD) to use in curriculum development and instructional delivery. In an effort to closely align instruction for students with significant cognitive disabilities who are progressing toward postsecondary settings, the *MS AAAS for Life Skills Development* includes course-specific standards for Grades 9-12. The standards' contents are grouped into the following domains: self-care and independent living, social/communication, self-determination, and transition planning and community participation.

Implementation

The *MS AAAS for Life Skills Development III & IV* will be piloted during the 2020-2021 school year.

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2020 Mississippi Alternate Academic Standards for Life Skills Development III & IV

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Research and Background Information

The MDE is committed to creating a world-class educational system that prepares all students to be successful beyond high school. Success for all students includes those with significant cognitive disabilities. This Life Skills Development course is designed to provide students with significant cognitive disabilities the skills they need to function as independently as possible in their homes and communities. The *MS AAAS for Life Skills Development* reflects current research on evidence-based practices, such as research conducted by the National Secondary Transition Technical Assistance Center (NSTTAC). Practitioners in the field of education also played a key role in the development of these standards.

All of the standards are designed to be rigorous and relevant to the real world, reflecting the knowledge and skills students need for success in postsecondary settings. The accompanying teacher resource guide will use scaffolding to optimize student learning and meet students at their individual ability levels.

Core Elements in the Use and Design of the *MS AAAS for Life Skills Development III & IV*

The *MS AAAS for Life Skills Development* were developed for students with significant cognitive disabilities. This document does not dictate a manner or specific methods of teaching. The standards in this document are not sequenced for instruction and do not prescribe classroom activities, materials, or instructional strategies. Rather, these standards are end-of-course expectations for each grade or course. The standards are intended to drive relevant and rigorous instruction that emphasizes student knowledge of both disciplinary core ideas (concepts) and the application of career readiness skills to support student readiness for postsecondary settings.

The following life-skills domains were identified as being the most significant in contributing to the successful, independent functioning of a student into adulthood: self-care/independent living, social and communication, self-determination, and transition planning/community participation. Skills in each of these areas will be developed as students progress through Life Skills Development courses I-IV. The performance objectives in each domain are written with consideration of students with SCDs. A brief description of each domain is presented below:

1. Self-care/independent living: Self-care/independent living skills include the daily activities that a student needs to look after him or herself. A student's ability to perform these skills not only demonstrates the student's level of independence but also impacts a student's educational and employment outcomes beyond high school. The concepts covered in Life Skills Development I include grooming/hygiene, dressing, eating, food preparation, dining habits, and basic housekeeping.

2. Social and communication: Social and communication skills are those skills necessary for communicating and interacting with others. The social and communication domain of Life Skills Development I focuses on teaching students to use self-management to improve decision-making, self-control, time management, and organizational and problem-solving skills.

3. Self-determination: Self-determination is a person's ability to take control of his or her life. This domain focuses on developing self-advocacy skills by identifying personal preferences, interests, strengths, and limitations as bases for decision-making.
4. Transition planning/community participation: The transition planning/community participation domain focuses on the personal safety skills that students need to participate in the community and access support services.

Structure of the Standards Document

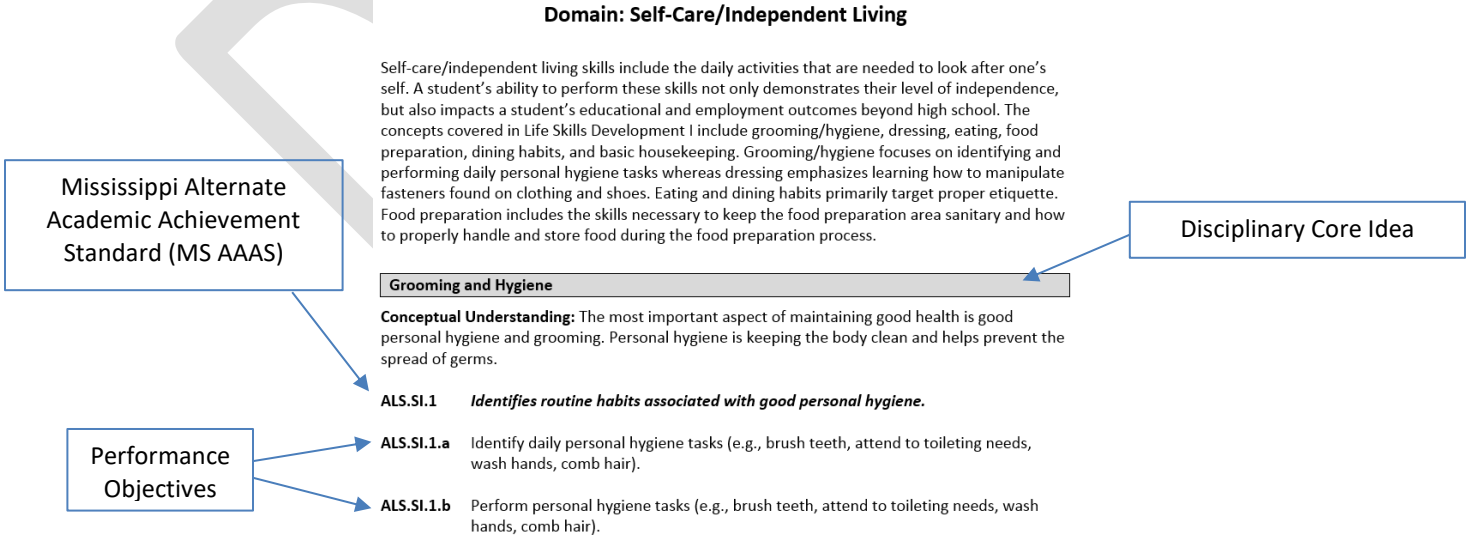
The Standards Document is divided into the following four categories:

1. Content strand: The Life Skills Development content strands are organized into four domains: self-care/independent living, social and communication, self-determination, and transition planning/community participation.

2. Disciplinary core ideas: The disciplinary core ideas subdivide the main content strands based on recurring ideas found in each strand. These core ideas are the key organizing principles for the development of emphasis on one of the four content strands in each grade level. All content strands will be found in each grade level.

3. Conceptual understanding: These are statements of the core ideas for which students should demonstrate an understanding. Some grade level and/or course topics include more than one conceptual understanding with each understanding guiding the intent of the standards.

4. *Mississippi Alternate Academic Achievement* content standard: The *MS AAAS for Life Skills Development* is a general statement of what students with significant cognitive disabilities should know and be able to do because of instruction.



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Support Documents and Resources

The MDE Office of Special Education aims to provide local districts, schools, and teachers with documents to construct standards-based instruction and lessons, allowing them to customize content and delivery methods to fit each student's needs. The support documents may include suggested resources, instructional strategies, sample lessons, and activities. There are many ways in which skills and concepts can be incorporated based on each student's individual learning style and needs. Professional development efforts will be aligned to the *MS AAAS for Life Skills Development* and delivered in accord with teacher resources to help expand expertise in delivering student-centered lessons.

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Life Skills Development III

Life Skills Development III, a one-credit course, is offered to students who are determined to have a SCD. This course is a requirement for students who are working toward achieving an alternate diploma, which is documented in the students' individualized education programs (IEPs).

This course is designed to contribute to the successful, independent functioning of students with SCDs as they transition into adulthood. As such, instruction should center on social norms and societal adult expectations that will enhance community membership and ultimately contribute to the students' quality of life.

The course standards are grouped into four general domains: self-care/independent living, social/ communication, self-determination, and transition planning/community participation.

The standards and performance objectives do not have to be taught in the order presented in this document. The performance objectives are intentionally broad to allow school districts and teachers the flexibility to create a curriculum that meets the needs of their students. With carefully planned and implemented instruction, all students with SCDs will be able to acquire various functional life skills.

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Life Skills Development III

DOMAIN: SELF-CARE/INDEPENDENT LIVING

Self-care/independent living skills include the daily activities students need to look after themselves. Students' ability to perform these skills not only demonstrates their level of independence but also impacts their educational and employment outcomes beyond high school. Life Skills Development III builds on the concepts learned in Life Skills Development I and II, such as grooming/hygiene, food preparation, dining habits, housekeeping, and shopping. In addition, Life Skills Development III introduces concepts that focus more on independent living, such as home maintenance, time management, and personal finance.

Grooming and Hygiene

Conceptual understanding: The most important aspect of maintaining good health is good personal hygiene and grooming. Personal hygiene is keeping the body clean, and it helps prevent the spread of germs. Routinely following good personal hygiene practices is necessary for many reasons, including health and social norms. A healthy well-being also influences self-esteem, confidence, and motivation.

ALS.SI.18 ***Recognize appropriate and inappropriate grooming and hygiene habits (e.g., nail care, when a haircut is needed, etc.)***

ALS.SI.18.a Identify articles of clothing that should be changed daily (e.g., underwear, socks, etc.)

ALS.SI.18.b Demonstrate proper hair care according to hair type (e.g., how often to wash, when to moisturize, choosing a hairstyle, when to see a stylist or barber, etc.)

ALS.SI.18.c Explain the importance of proper oral care (e.g., daily brushing, flossing, dental checkups, etc.)

ALS.SI.18.d Tend to fingernails and toenails (e.g., use nail clippers, clean under nails, etc.)

Clothing Care

Conceptual understanding: Learning how to hang, fold, sort, and mend clothing is an important skill that teaches students the importance of maintaining a neat environment and a neat appearance. However, these activities also provide an opportunity to teach academic skills in a more natural setting. For example, students learn the concept of symmetry while folding clothes. Packing for a trip or outing teaches students critical executive functioning skills that they use every day to learn, work, and manage daily life. These skills include focusing, following directions, and handling emotions.

ALS.SI.19 ***Practice proper clothing maintenance (e.g., folding, hanging up, mending, etc.)***

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ALS.SI.19.a Fold clothing and sort into categories

ALS.SI.19.b Hang clothing on hangers

ALS.SI.19.c Recognize the need for basic clothing care and mending (e.g., ironing, reading labels, sewing on a button, using alternative mending methods like Liquid Stitch™, etc.)

ALS.SI.20 Prepare clothing for a trip or outing (e.g., packing a suitcase, folding clothes, etc.)

ALS.SI.20.a Choose the necessary clothing and toiletries

ALS.SI.20.b Choose the right size suitcase for a trip

Food Preparation

Conceptual understanding: Practicing proper hygiene, being able to cook and cool food safely, and understanding problems of cross-contamination are necessary life skills that students need in order to live healthy and safe lives as they transition to a more independent living situation. Meal planning provides an opportunity for students to learn communication, organization, problem-solving and planning skills. Students can also learn about healthy eating habits and how to plan meals around special dietary needs.

ALS.SI.21 Perform tasks associated with planning a meal

ALS.SI.21.a Determine the ingredients needed to prepare various dishes (e.g., find the ingredients on a recipe, make a list, calculate proportions, etc.)

ALS.SI.21.b Identify the tasks involved in planning a meal (e.g., find a recipe, determine the number of servings, determine dietary restrictions, purchase ingredients, thaw frozen foods, etc.)

ALS.SI.21.c Determine the kitchen supplies needed to prepare a meal according to a recipe (e.g., mixing spoons, bowls, measuring cups and spoons, etc.)

Dining Habits

Conceptual understanding: Students need functional skills, such as table etiquette, to operate within normal social boundaries and exhibit appropriate behavior in a community setting. The practice and rehearsal of these skills in natural settings will benefit students tremendously.

ALS.SI.22 Adapt behavior to a variety of restaurant settings (e.g., who refills a drink, who cleans off the table, pay at the counter or the table, etc.)

ALS.SI.22.a Distinguish between self-serve and full-service dining

ALS.SI.22.b Demonstrate how to properly clear the table at a self-service restaurant (e.g., put trash on the tray, dump the trash into the trash can, and place the tray in the appropriate location, etc.)

ALS.SI.22.c Differentiate between proper and improper ways to interact with a server

ALS.SI.22.d Identify the proper procedure when dining is complete at a full-service restaurant (e.g., signal for the check; how to leave dishes, flatware, and a napkin on the table; the importance of not leaving a big mess; tipping)

Housekeeping

Conceptual understanding: Having the ability to do basic housekeeping skills leads to greater independence. Students should be able to identify when to clean their living space and perform the basic chores that will help them maintain clean living space.

ALS.SI.23 ***Maintain a housekeeping routine***

ALS.SI.23.a Identify common household cleaning products and when to replenish

ALS.SI.23.b Use common household cleaning products safely and appropriately

ALS.SI.23.c Replace cleaning supplies when needed (e.g., dishwashing liquid, window cleaner, paper towels, etc.)

ALS.SI.23.d Clean a refrigerator and freezer

ALS.SI.23.e Change bedding

General Shopping

Conceptual understanding: Effectively making purchases is a functional life skill that all students need to know. This requires that they understand how to find the prices in the store, how to navigate sales flyers, and potentially use coupons effectively.

ALS.SI.24 ***Perform tasks associated with general shopping (e.g., using vending machines, where to purchase items, locating items in different areas of the store, how to request assistance from a salesperson when needed, etc.)***

ALS.SI.24.a Identify methods for saving money (e.g., a sales flyer, paper coupons, digital coupons, etc.)

ALS.SI.24.b Identify where to locate items for purchase (e.g., stores, departments, online, vending machines, etc.)

ALS.SI.24.c Locate prices on the store aisle and/or on the item

ALS.SI.24.d Identify and request assistance from a salesperson when needed

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Home Maintenance

Conceptual understanding: Home maintenance focuses on performing minor home maintenance tasks as well as how to take preventative measures to avoid maintenance issues.

ALS.SI.25 ***Perform tasks associated with basic home maintenance***

ALS.SI.25.a Demonstrate the appropriate use of common tools and devices (e.g., using a hammer, selecting the appropriate screwdriver, tightening a screw, etc.)

ALS.SI.25.b Identify maintenance problems that occur frequently in the home (e.g., a leaking faucet, a frayed electrical cord, etc.)

ALS.SI.25.c Demonstrate how to contact a repair person

Time Management

Conceptual understanding: Time management focuses on following a routine schedule, keeping track of time, and scheduling appointments.

ALS.SI.26 ***Use a calendar for planning and scheduling***

ALS.SI.26.a Use a calendar to name various events throughout the year (e.g., seasons, holidays, birthdays, etc.)

ALS.SI.26.b Relate the present day of the week, month, date, and year on a monthly calendar

ALS.SI.26.c Demonstrate an understanding of time concepts (e.g., before, after, yesterday, today, tomorrow, etc.)

Personal Finance

Conceptual understanding: Learning how to use financial resources and services provides an opportunity for students to increase their awareness of the consequences of financial decisions and demonstrate effective decision-making strategies.

ALS.SI.27 ***Utilize financial resources and services (e.g., checking accounts, savings accounts, ABLE savings accounts for people with disabilities, etc.)***

ALS.SI.27.a Differentiate between wants and needs

ALS.SI.27.b Identify the purpose of a monthly budget based on income and expenses

ALS.SI.27.c Identify various methods for paying bills (e.g., online, mail, in person, automated bills, etc.)

ALS.SI.27.d Identify the procedure for setting up a bank account

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DOMAIN: SOCIAL AND COMMUNICATION

Social and communication skills are those necessary for communicating and interacting with others, such as responding to others, following directions, indicating preferences, and expressing oneself. It is important that students learn how to properly interact with others in a variety of situations (e.g., home, school, work, and leisure-time activities, etc.).

Self-Management

Conceptual understanding: Self-management strategies enable students to take an active role in monitoring and reinforcing their own behavior. Self-management encourages students to self-regulate their own behaviors rather than relying on others for prompts or other external interventions. Using self-management has shown to be effective in teaching conversational skills. Examples of self-management include self-monitoring, self-evaluation, and self-reinforcement.

ALS.SC.7 ***Practice coping skills for managing life events***

ALS.SC.7.a Demonstrate how to apply coping strategies to manage grief and anger (e.g., talking with a friend or trusted adult, doing or creating something to honor the memory of a pet or person that has died, attending a funeral, etc.)

ALS.SC.7.b Practice techniques for managing stress (e.g., talking with friends or trusted adults, physical activity, listening to music, deep breathing, etc.)

ALS.SC.7.c Differentiate between situations requiring peer support and situations requiring adult professional help

Interpersonal Skills

Conceptual understanding: Personal and social behavior skills are necessary to interact with others. These skills include following rules, responsibly responding to others, indicating preferences, and expressing oneself.

ALS.SC.8 ***Recognize the skills needed to create and maintain good social relationships***

ALS.SC.8.a Identify different kinds of relationships

ALS.SC.8.b Identify appropriate social skills in a variety of social settings

ALS.SC.8.c Practice nonverbal communication skills (e.g., crossed arms, volume and tone, facial expressions, text messaging, etc.)

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DOMAIN: SELF-DETERMINATION

Self-determination is a person's ability to make choices, learn to solve problems effectively, take control and responsibility for one's own life, and learn to experience and cope with the consequences of making decisions on his or her own. A crucial part of the concept of self-determination involves the combination of attitudes and abilities that will lead students to set goals for themselves and to take the initiative to reach these goals.

Self-Advocacy

Conceptual understanding: Students approaching adulthood need to be prepared to advocate for themselves as they gain more control over their lives and accept more responsibilities. Self-advocacy enables students to effectively communicate, convey, or assert their own interests, desires, needs, and rights. Respect is key in advocating for oneself and others when faced with difficult situations.

ALS.SD.6 ***Understand the concept of respect***

ALS.SD.6.a Demonstrate an understanding of the meaning of respect

ALS.SD.6.b Demonstrate parameters of respect (e.g., respecting authority)

ALS.SD.6.c Discover one's good qualities (e.g., focusing on one's good qualities, self-confidence, self-esteem)

Decision-Making/ Problem-Solving

Conceptual understanding: The ability to make effective choices and decisions is one of the most important skills students need to be successful in life. Making good decisions is also central to self-determination because students will be able to make choices and decisions based on a foundation of knowing about and valuing themselves. Problem-solving techniques develop students' quick-thinking skills that help them learn more efficiently in the classroom. Students also gain the confidence needed to handle situations that arise in daily living.

ALS.SD.7 ***Develop effective decision-making strategies for everyday living***

ALS.SD.7.a Apply the steps in the decision-making process to a variety of real-life scenarios

ALS.SD.7.b Demonstrate the ability to make effective decisions to meet the needs of all involved

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ALS.SD.8 ***Apply problem-solving techniques to develop quick-thinking skills and the ability to face situations with confidence***

ALS.SD.8.a Recognize issues or problems in a situation

ALS.SD.8.b Determine the root cause of the problem

ALS.SD.8.c Practice brainstorming solutions

ALS.SD.8.d Discuss the importance of finding a solution that includes input from everyone involved or effected

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DOMAIN: TRANSITION PLANNING/COMMUNITY PARTICIPATION

Transition planning is the foundation for the IEP planning process because it determines students' transition needs in independent living and community participation. It is designed to ensure that students will be provided with the necessary skills and services to make a smooth transition from school to adult life with as little interruption as possible. The transition to adulthood includes equipping students with the skills they need to participate in a full range of community activities as well as have access to support services.

Personal Safety

Conceptual understanding: Being a part of the community is especially important for the livelihood and independence of individuals with disabilities. Venturing out into the community, however, involves many safety risks that are not necessarily experienced in the home or at school. Planning for safety helps students think through possible dangers in a variety of situations and apply the best practices when their physical and emotional safety is threatened.

ALS.TP.5 ***Recognize ways to alert emergency personnel***

ALS.TP.5.a Identify ways to interact with law enforcement (e.g., addressing a police officer, initiating contact with law enforcement, staying calm, sharing important information)

ALS.TP.6 ***Identify the importance of appropriate online etiquette (i.e., netiquette)***

ALS.TP.6.a Discuss online dangers encountered on a daily basis (e.g., cyberbullying, online predators, identity theft, money scams, inappropriate websites, etc.)

ALS.TP.6.b Discuss online rules and netiquette that protect against online dangers

ALS.TP.6.c Apply online rules and netiquette to real-life online scenarios

ALS.TP.7 ***Identify civil rights***

ALS.TP.7.a Demonstrate an awareness of the protection of individual rights.

Transition Planning

Conceptual understanding: Transition planning allows students to identify the desired postsecondary outcomes and the action steps needed to attain those outcomes.

ALS.TP.8 ***Monitor transition plan goals***

ALS.TP.8.a Identify targeted postsecondary goals in the domains of education, employment, and independent living

ALS.TP.8.b Discuss the action steps required to attain postsecondary goals

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ALS.TP.8.c Identify the functional capabilities and limitations identified in a transition assessment

Community Participation

Conceptual understanding: Community participation focuses on identifying and accessing community activities, events, and services.

ALS.TP.9 ***Describe the responsibilities associated with respecting property and develop a sense of ownership for property and pride in the community***

ALS.TP.9.a Discuss the importance of respecting property (e.g., the cost of replacement, the effect on residents' morale, a sense of pride, and a sense of community, etc.)

ALS.TP.9.b Describe what it means to take pride in one's community (e.g., community service, desirable civil engagement)

ALS.TP.10 ***Practice using various ways to enter and move about buildings (e.g., using elevators, escalators, revolving doors, automatic doors, etc.)***

ALS.TP.10.a Demonstrate how to safely cross the street (e.g., using a crosswalk, understanding the proper signal for crossing the street, looking both ways, etc.)

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Life Skills Development IV

Life Skills Development IV, a one-credit course, is offered to students who are determined to have a SCD. This course is a requirement for students who are working toward achieving an alternate diploma, which is documented in the students' IEPs.

This course is designed to contribute to the successful, independent functioning of students with SCDs as they transition into adulthood. As such, instruction should center on social norms and societal adult expectations in an effort to enhance community membership and ultimately contribute to the students' quality of life.

The course standards are grouped into four general domains: self-care/independent living, social and communication, self-determination, and transition planning/community participation.

The standards and performance objectives do not have to be taught in the order presented in this document. The performance objectives are intentionally broad to allow school districts and teachers the flexibility to create a curriculum that meets the needs of their students. With carefully planned and implemented instruction, all students with SCDs will be able to acquire various functional life skills.

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DOMAIN: SELF-CARE/INDEPENDENT LIVING

Self-care/independent living skills include the daily activities students need to look after themselves. Students' ability to perform these skills not only demonstrates their level of independence but also impacts their educational and employment outcomes beyond high school. The concepts covered in Life Skills Development IV include grooming/hygiene, dressing, eating, food preparation, dining habits, and basic housekeeping. Grooming and hygiene focuses on identifying and performing daily personal hygiene tasks, whereas dressing emphasizes learning how to manipulate fasteners found on clothing and shoes. Eating and dining habits primarily target proper etiquette. Food preparation includes the skills necessary to keep the food preparation area sanitary and how to properly handle and store food during the food preparation process.

Grooming and Hygiene

Conceptual understanding: The most important aspect of maintaining good health is good personal hygiene and grooming. Personal hygiene is keeping the body clean, and it helps prevent the spread of germs.

ALS.SI.28 ***Demonstrate proper skin care (e.g., treating dry skin, protecting from sun and insects, soothing chapped lips, tending to skin abrasions, etc.)***

ALS.SI.28.a Recognize when skin care treatment is necessary (e.g., acne, dry skin, chapped lips, protecting from insects, tending to skin abrasions, etc.)

ALS.SI.28.b Demonstrate a daily skin care routine (e,g., washing, moisturizing, etc.)

ALS.SI.28.c Choose a skin care product according to its application (e.g., acne creams, sun block, etc.)

Food Preparation

Conceptual understanding: Practicing proper hygiene, being able to cook and cool food safely, and understanding problems of cross-contamination are necessary life skills that students need in order to live healthy and safe lives as they transition to a more independent living situation. Meal planning provides an opportunity for students to learn communication, organization, problem-solving and planning skills. Students can also learn about healthy eating habits and how to plan meals around special dietary needs.

ALS.SI.29 ***Plan a weekly menu***

ALS.SI.29.a Determine the food items needed to prepare healthy weekly meals (e.g., make a list, calculate proportions, etc.)

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Housekeeping

Conceptual understanding: Having the ability to perform basic housekeeping skills leads to greater independence. Students should be able to identify a clean living space and perform the basic chores that will help them maintain a clean living space.

ALS.SI.30 Practice a housekeeping routine

ALS.SI.30.a Maintain and clean appliances (e.g., an oven, a microwave, a refrigerator, etc.)

ALS.SI.30.b Practice proper sanitation to stop the spread of germs (e.g., clean the trash can, stop the spread of germs when someone is sick, etc.)

General Shopping

Conceptual understanding: Effectively making purchases is a functional life skill that all students need to know. This requires that they understand how to find the prices in the store, how to navigate sales flyers, and potentially use coupons effectively.

ALS.SI.31 Perform more advanced options associated with general shopping

ALS.SI.31.a Stay within a budget (see personal finance)

ALS.SI.31.b Practice using various forms of checkout (e.g., self-checkout, express lane, etc.)

ALS.SI.31.c Explore alternative shopping methods (e.g., online, curbside pickup, etc.)

ALS.SI.31.d Calculate or estimate taxes

Home Maintenance

Conceptual understanding: Home maintenance focuses on performing minor home maintenance tasks as well as how to take preventative measures to avoid maintenance issues.

ALS.SI.32 Perform yard maintenance (e.g., raking, sweeping, knowing the difference between weeds and plants, removing weeds with the roots, digging, pushing a wheelbarrow)

ALS.SI.32.a Demonstrate the appropriate use of common yard tools

ALS.SI.32.b Identify when to water the lawn and outdoor plants

ALS.SI.32.c Recognize when lawns, shrubs, and flower beds need to be maintained (e.g., mow the lawn, trim the hedges, weed flower beds, etc.)

ALS.SI.32.d Identify outdoor maintenance tasks associated with preparing for various weather conditions (e.g., cleaning rain gutters, wrapping pipes, watering extra during drought conditions, etc.)

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Time Management

Conceptual understanding: Time management focuses on following a routine schedule, keeping track of time, and scheduling appointments.

ALS.SI.33 Demonstrate planning and scheduling skills

ALS.SI.33.a Locate specific dates on the calendar

ALS.SI.33.b Allocate enough time to complete tasks or projects

ALS.SI.33.c Reschedule or cancel appointments instead of neglecting to show up.

Personal Finance

Conceptual understanding: Learning how to use financial resources and services provides an opportunity for students to increase their awareness of the consequences of financial decisions and demonstrate effective decision-making strategies.

ALS.SI.34 ***Apply the decision-making process to personal financial decisions (e.g., cost of eating out vs. eating at home, purchasing items at a convenience store vs. a grocery/department store, etc.)***

ALS.SI.34.a Compare prices to determine purchases

ALS.SI.34.b Make decisions based on cost effectiveness (e.g., cost of eating out vs. eating at home, etc.)

ALS.SI.34.c Differentiate between necessary and unnecessary expenditures

ALS.SI.34.d Identify a savings goal

DOMAIN: SOCIAL AND COMMUNICATION

Social and communication skills are those necessary for communicating and interacting with others, such as responding to others, following directions, indicating preferences, and expressing oneself. It is important that students learn how to properly interact with others in a variety of situations (e.g., home, school, work, leisure-time activities, etc.).

Self-Management

Conceptual understanding: Self-management strategies enable students to take an active role in monitoring and reinforcing their own behavior. Self-management encourages students to self-regulate their own behaviors rather than relying on others for prompts or other external

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interventions. Using self-management has shown to be effective in teaching conversational skills. Examples of self-management include self-monitoring, self-evaluation, and self-reinforcement.

ALS.SC.9 Practice self-monitoring skills

ALS.SC.9.a Self-assess behaviors when in social settings to ensure the target behavior is being demonstrated

ALS.SC.9.b Initiate a self-monitoring routine using a student-delivered cue when in social settings

ALS.SC.9.c Initiate a self-monitoring routine to deal with unexpected events

ALS.SC.9.d Apply self-monitoring techniques to predict how effectively they will accomplish a task (e.g., ability to get to and from appointments, etc.)

Interpersonal Skills

Conceptual understanding: Personal and social behavior skills are necessary to interact with others. These skills include following rules, responsibly responding to others, indicating preferences, and expressing oneself.

ALS.SC.10 Demonstrate awareness of social activities, social skills, and the benefits of social interaction

ALS.SC.10.a Demonstrate the social skills needed to interact with others in a social setting (e.g., be patient, be respectful, listen, talk positively about others, be friendly, etc.)

ALS.SC.10.b Identify personal strengths and needs in social interactions (e.g., be a good listener, eye contact, etc.)

ALS.SC.10.c Identify the positives of social interaction and the consequences of isolation (e.g., feelings of belonging, acceptance, and confidence)

ALS.SC.10.d Identify ways to increase participation in social activities (e.g., assertiveness, good listening skills, willingness to compromise, etc.)

ALS.SC.10.e Recognize the body language of others in various social settings (e.g., dating, conversations, etc.)

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DOMAIN: SELF-DETERMINATION

Self-determination is a person's ability to make choices, learn to solve problems effectively, take control and responsibility for one's own life, and learn to experience and cope with the consequences of making decisions on his or her own. A crucial part of the concept of self-determination involves the combination of attitudes and abilities that will lead students to set goals for themselves and to take the initiative to reach these goals.

Self-Advocacy

Conceptual understanding: Students approaching adulthood need to be prepared to advocate for themselves as they gain more control over their lives and accept more responsibilities. Self-advocacy enables students to effectively communicate, convey, or assert their own interests, desires, needs, and rights. Students' first step toward self-advocacy is awareness of personal preferences, interests, strengths, and limitations.

ALS.SD.9 Demonstrate an awareness of individual rights

ALS.SD.9.a Recognize that there are laws supporting the rights of individuals with disabilities

ALS.SD.9.b Demonstrate an understanding of the meaning of "age of majority" with respect to individuals with disabilities (e.g., decision-making rights, etc.)

ALS.SD.9.c Practice self-advocacy to overcome barriers or prejudices experienced in social settings

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DOMAIN: TRANSITION PLANNING/COMMUNITY PARTICIPATION

Transition planning is the foundation for the IEP planning process because it determines students' transition needs in independent living and community participation. It is designed to ensure that students will be provided with the necessary skills and services to make a smooth transition from school to adult life with as little interruption as possible. The transition to adulthood includes equipping students with the skills they need to participate in a full range of community activities as well as have access to support services.

Personal Safety

Conceptual understanding: Being a part of the community is especially important for the livelihood and independence of individuals with disabilities. Venturing out into the community, however, involves many safety risks that are not necessarily experienced in the home or at school. Planning for safety helps students think through possible dangers in a variety of situations and apply the best practices when their physical and emotional safety is threatened.

ALS.TP.11 Demonstrate self-protection strategies in the community (e.g., knowledge of safe areas to be in, how to carry money safely, stranger safety, etc.)

ALS.TP.11.a Demonstrate steps to follow if lost

ALS.TP.11.b Demonstrate ways to avoid, reduce, and report threatening situations (e.g., how to avoid, reduce, and report sexual assault; how to avoid unknown animals, etc.)

ALS.TP.11.c Refuse and report advances by strangers and acquaintances

ALS.TP.11.d Identify ways to protect valuable items (e.g., money, cell phone, etc.)

ALS.TP.12 Identify the need for rules and abiding by the law

ALS.TP.12.a Demonstrate an awareness of the relationship between rules, laws, safety, and the protection of individual rights

Transition Planning

Conceptual understanding: Transition planning allows students to identify the desired postsecondary outcomes and the action steps needed to attain those outcomes.

ALS.TP.13 Identify persons or services to assist with independent living options after high school

ALS.TP.13.a Identify community supports offered by community and state agencies (e.g., Division of Rehabilitation Services, Social Services, transportation services, Social Security, etc.)

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ALS.TP.13.b Identify available, affordable, and appropriate living options

ALS.TP.13.c Identify income and health care support programs

Community Participation

Conceptual understanding: Community participation focuses on identifying and accessing community activities, events, and services.

ALS.TP.14 Utilize community resources

ALS.TP.14.a Utilize postal services (e.g., collect mail, buy stamps, mail a letter, prepare and send packages, etc.)

ALS.TP.14.b Utilize library services (e.g., check out and return books, properly care for books, return books before they are overdue, etc.)

ALS.TP.14.c Utilize banking services (e.g., ATM, deposits, withdrawals, etc.)

ALS.TP.14.d Utilize a laundromat (e.g., get change for machines or use a prepaid card, stay with clothes, carry clothes there and back, etc.)

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