

**Leadership Education and Training I - Army****1801300**

**Outcome # 02.0 DEMONSTRATE KNOWLEDGE OF THE UNITED STATES CONGRESSIONAL ACT THAT CREATED THE ROTC AND THE SIGNIFICANT HISTORICAL EVENTS THAT BROUGHT ABOUT THE COMBINATION OF MILITARY TRAINING AND EDUCATION.**

**Performance Task# 01.01****SSS Strand: Reading****Essential Work Skills**

<b>LA.A 1.4.1</b>	<b>L</b>	Selects and uses prereading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing, to anticipate content, purpose, and organization of a reading selection.	<b>e52</b>	Preview textbooks for informational text to anticipate content.
			<b>e80</b>	Understand ways an author uses language and text characteristics to aid comprehension.
<b>LA.A 1.4.2</b>	<b>H</b>	Selects and uses strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.	<b>e50</b>	Understand and use a variety of organizational formats such as compare/contrast, cause/effect, inductive/deductive, most important to least important, and least important to most important.
			<b>e53</b>	Apply personal or objective criteria for evaluating informational, persuasive and literary materials.
<b>LA.A 1.4.4</b>	<b>L</b>	Applies a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.	<b>e34</b>	Use ideas from journals, class discussion and literary criticism to write a paper that expresses a personal opinion, sustains a controlling idea, or uses specific evidence from literary texts to support an opinion.
			<b>e35</b>	Apply the information gathered from technical texts in real-life situations.
			<b>e53</b>	Apply personal or objective criteria for evaluating informational, persuasive and literary materials.
			<b>e60</b>	Relate situations, events, and characters in a reading selection to personal experience.
			<b>e72</b>	Evaluate the way an author uses language and text characteristics such as plot, setting, theme, character, point of view, genre etc. to evoke a response in a reader.
			<b>e94</b>	Use response journals to jot down ideas from reading literary texts.
<b>LA.A 2.4.1</b>	<b>H</b>	Determines the main idea and identifies relevant details, methods of development, and their effectiveness in a variety of types of written materi	<b>e15</b>	Discriminate important ideas from unimportant ideas while reading.
			<b>e24</b>	Summarize, synthesize and organize information while reading.
			<b>e46</b>	Apply, extend, and expand on information while reading
<b>LA.A 2.4.2</b>	<b>H</b>	Determines the author's purpose and point of view and their effects on the text.	<b>e77</b>	Assess the significance and importance of the themes in a literary text.

**Outcome # 03.0 DEMONSTRATE KNOWLEDGE OF THE IMPORTANCE OF THE ARMY JROTC AND THE MILITARY IN EDUCATION AT ALL LEVELS AND THE RELATIONSHIP OF THE MILITARY TO PUBLIC EDUCATION.**

**Performance Task# 03.01**

<b>SSS Strand: Reading</b>		<b>Essential Work Skills</b>	
<b>LA.A 1.4.2 H</b>	Selects and uses strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.	<b>e50</b>	Understand and use a variety of organizational formats such as compare/contrast, cause/effect, inductive/deductive, most important to least important, and least important to most important.
		<b>e53</b>	Apply personal or objective criteria for evaluating informational, persuasive and literary materials.
<b>LA.A 2.4.1 H</b>	Determines the main idea and identifies relevant details, methods of development, and their effectiveness in a variety of types of written materi:	<b>e15</b>	Discriminate important ideas from unimportant ideas while reading.
		<b>e24</b>	Summarize, synthesize and organize information while reading.
		<b>e46</b>	Apply, extend, and expand on information while reading
<p><b>Outcome # 04.0 DEMONSTRATE KNOWLEDGE OF THE RANK AND STRUCTURE OF THE ARMY JROTC, INCLUDING ENLISTED AND OFFICER INSIGNIA, RANKS WITHIN THE CADET BATTALION ORGANIZATION, AND DUTIES AND RESPONSIBILITIES.</b></p>			

**Performance Task# 04.01**

<b>SSS Strand: Reading</b>		<b>Essential Work Skills</b>	
<b>LA.A 1.4.1 L</b>	Selects and uses prereading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing, to anticipate content, purpose, and organization of a reading selection.	<b>e52</b>	Preview textbooks for informational text to anticipate content.
		<b>e80</b>	Understand ways an author uses language and text characteristics to aid comprehension.

<b>SSS Strand: Writing</b>		<b>Essential Work Skills</b>	
<b>LA.B 2.4.1 L</b>	Writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.	<b>e03</b>	Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report.

<b>SSS Strand: Listening, Viewing and Speaking</b>		<b>Essential Work Skills</b>	
<b>LA.C 1.4.2 L</b>	Describes, evaluates, and expands personal preferences in listening to fiction, drama, literary nonfiction, and informational presentations.	<b>e25</b>	Listen, comprehend and summarize essential information from a variety of sources such as speeches, plays, commercials on radio and television, and political debates.
		<b>e47</b>	Listen for enjoyment to narratives of personal experiences, stories, drama, performances, lectures, and readings.
<b>LA.C 3.4.3 L</b>	Uses details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.	<b>e10</b>	Prepare and deliver individual speeches by gathering information, rehearsing, making eye contact, speaking loudly enough, delivering information in a well organized fashion, and appealing to the needs of the target audience.

**Outcome # 05.0 DEMONSTRATE KNOWLEDGE OF THE WAYS IN WHICH THE ARMY JROTC SUPPORTS ARMY OPERATIONS.**

**Performance Task# 05.01**

<b>SSS Strand: Reading</b>		<b>Essential Work Skills</b>	
<b>LA.A 1.4.2 H</b>	Selects and uses strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.	<b>e50</b>	Understand and use a variety of organizational formats such as compare/contrast, cause/effect, inductive/deductive, most important to least important, and least important to most important.
		<b>e53</b>	Apply personal or objective criteria for evaluating informational, persuasive and literary materials.
<b>LA.A 1.4.4 L</b>	Applies a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.	<b>e34</b>	Use ideas from journals, class discussion and literary criticism to write a paper that expresses a personal opinion, sustains a controlling idea, or uses specific evidence from literary texts to support an opinion.
		<b>e35</b>	Apply the information gathered from technical texts in real-life situations.
		<b>e53</b>	Apply personal or objective criteria for evaluating informational, persuasive and literary materials.
		<b>e60</b>	Relate situations, events, and characters in a reading selection to personal experience.
<b>LA.A 2.4.1 H</b>	Determines the main idea and identifies relevant details, methods of development, and their effectiveness in a variety of types of written materials.	<b>e72</b>	Evaluate the way an author uses language and text characteristics such as plot, setting, theme, character, point of view, genre etc. to evoke a response in a reader.
		<b>e94</b>	Use response journals to jot down ideas from reading literary texts.
		<b>e15</b>	Discriminate important ideas from unimportant ideas while reading.
		<b>e24</b>	Summarize, synthesize and organize information while reading.
		<b>e46</b>	Apply, extend, and expand on information while reading
		<b>e77</b>	Assess the significance and importance of the themes in a literary text.
<b>LA.A 2.4.4 H</b>	Locates, gathers, analyzes, and evaluates written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.	<b>e03</b>	Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report.

**Outcome # 06.0 DEMONSTRATE KNOWLEDGE OF DECORATIONS AND AWARDS AND THEIR RELATED CRITERIA.**

**Performance Task# 06.01**

<b>SSS Strand: Reading</b>		<b>Essential Work Skills</b>	
<b>LA.A 1.4.3 L</b>	Refines vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.	<b>e09</b>	Know how to decipher unfamiliar words using such strategies as context cues, word structure analysis, letter sound relationships, and word histories.
		<b>e30</b>	Understand the nature and purpose of and be able to word process a variety of formats including essays, business letters, memos, instructions, policy statements, technical proposals, user manuals, lab reports, etc.
		<b>e49</b>	Read for main idea first and then read for detail.

LA.A 2.4.6 L	Selects and uses appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.	e03	Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report.
<b>SSS Strand: Writing</b>		<b>Essential Work Skills</b>	
LA.B 1.4.2 H	Drafts and revises writing that: is focused, purposeful, and reflects insight into the writing situation; has an organizational pattern that provides for a logical progression of ideas; has effective use of transitional devices that contribute to a sense of completeness; has support that is substantial, specific, relevant, and concrete; demonstrates a commitment to and involvement with the subject; uses creative writing strategies as appropriate to the purposes of the paper; demonstrates a mature command of language with freshness of expression; has varied sentence structure; has few, if any, convention errors in mechanics, usage, punctuation and spelling.	e12	Draft a report that engages an audience and is concise, clear, well organized, accurate, and informative.
		e14	Use editing and revising skills to improve effectiveness and accuracy of drafts.
		e27	Define a position on a controversial topic and write a persuasive essay or make an oral presentation likely to persuade a specific audience to change an opinion or take a particular action.
		e54	Organize supporting detail in logical and convincing patterns.
<b>SSS Strand: Language</b>		<b>Essential Work Skills</b>	
LA.D 1.4.2 L	Makes appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.	e27	Define a position on a controversial topic and write a persuasive essay or make an oral presentation likely to persuade a specific audience to change an opinion or take a particular action.
<b>Outcome # 07.0 DEMONSTRATE KNOWLEDGE OF UNIFORM WEAR, MAINTENANCE, AND PRESENTATION, INCLUDING APPROPRIATE OCCASIONS FOR WEARING THE UNIFORM, PROPER PERSONAL APPEARANCE, AND CORRECT PLACEMENT OF NAMEPLATE, INSIGNIAS, AWARDS, AND DECORATIONS.</b>			
<b>Performance Task# 07.01</b>			
<b>SSS Strand: Reading</b>		<b>Essential Work Skills</b>	
LA.A 1.4.2 H	Selects and uses strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.	e50	Understand and use a variety of organizational formats such as compare/contrast, cause/effect, inductive/deductive, most important to least important, and least important to most important.
		e53	Apply personal or objective criteria for evaluating informational, persuasive and literary materials.
LA.A 1.4.3 L	Refines vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.	e09	Know how to decipher unfamiliar words using such strategies as context cues, word structure analysis, letter sound relationships, and word histories.

		<b>e30</b>	Understand the nature and purpose of and be able to word process a variety of formats including essays, business letters, memos, instructions, policy statements, technical proposals, user manuals, lab reports, etc.
		<b>e49</b>	Read for main idea first and then read for detail.
<b>LA.A 2.4.6</b>	<b>L</b> Selects and uses appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.	<b>e03</b>	Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report.

<b>SSS Strand: Writing</b>	<b>Essential Work Skills</b>
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<b>LA.B 2.4.2</b>	<b>L</b> Organizes information using appropriate systems.	<b>e12</b>	Draft a report that engages an audience and is concise, clear, well organized, accurate, and informative.
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**Outcome # 08.0 DEMONSTRATE KNOWLEDGE OF AMERICAN SYMBOLS, CUSTOMS, AND TRADITIONS, INCLUDING CREATION OF THE FIRST “STARS AND STRIPES;” THE SIGNIFICANT PARTS AND COLORS OF THE UNITED STATES FLAG AND RELATED COURTESIES; DISPLAYING AND FOLDING THE UNITED STATES FLAG; SIZ**

**Performance Task# 08.01**

<b>SSS Strand: Reading</b>	<b>Essential Work Skills</b>
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<b>LA.A 1.4.4</b>	<b>L</b> Applies a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.	<b>e34</b>	Use ideas from journals, class discussion and literary criticism to write a paper that expresses a personal opinion, sustains a controlling idea, or uses specific evidence from literary texts to support an opinion.
		<b>e35</b>	Apply the information gathered from technical texts in real-life situations.
		<b>e53</b>	Apply personal or objective criteria for evaluating informational, persuasive and literary materials.
		<b>e60</b>	Relate situations, events, and characters in a reading selection to personal experience.
		<b>e72</b>	Evaluate the way an author uses language and text characteristics such as plot, setting, theme, character, point of view, genre etc. to evoke a response in a reader.
		<b>e94</b>	Use response journals to jot down ideas from reading literary texts.
<b>LA.A 2.4.2</b>	<b>H</b> Determines the author's purpose and point of view and their effects on the text.	<b>e77</b>	Assess the significance and importance of the themes in a literary text.
<b>LA.A 2.4.4</b>	<b>H</b> Locates, gathers, analyzes, and evaluates written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.	<b>e03</b>	Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report.

<b>SSS Strand: Literature</b>	<b>Essential Work Skills</b>
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<b>LA.E 2.4.2</b>	<b>L</b> Understands the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.	<b>e77</b>	Assess the significance and importance of the themes in a literary text.
<b>LA.E 2.4.3</b>	<b>L</b> Analyzes poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration.	<b>e72</b>	Evaluate the way an author uses language and text characteristics such as plot, setting, theme, character, point of view, genre etc. to evoke a response in a reader.

LA.E 2.4.4	L Understands the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.	e72	Evaluate the way an author uses language and text characteristics such as plot, setting, theme, character, point of view, genre etc. to evoke a response in a reader.
LA.E 2.4.5	L Analyzes the relationships among author's style, literary form, and intended impact on the reader.	e83	Evaluate the quality of a selection.
<b>Outcome # 09.0 DEMONSTRATE KNOWLEDGE AND USE OF MILITARY TRADITIONS, CUSTOMS, AND COURTESIES, INCLUDING SALUTES, RANKS AND PROPER TITLES, AND OTHER FORMS OF RESPECT TO SENIOR OFFICERS.</b>			
<b>Performance Task# 09.01</b>			
<b>SSS Strand: Listening, Viewing and Speaking</b>		<b>Essential Work Skills</b>	
LA.C 1.4.1	L Selects and uses appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, and taking action in career-related situations.	e25	Listen, comprehend and summarize essential information from a variety of sources such as speeches, plays, commercials on radio and television, and political debates.
LA.C 1.4.3	L Uses effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.	e32	Make informed judgments about the content, organization, and delivery of spoken communication.
		e59	Respond orally to fellow student's opinions during presentations by asking questions, asking for clarification, agreeing and /or disagreeing courteously.
		e69	Participate in a one-on-one conference by relating essential information, asking questions on the topic, and using language to clarify information.
		e70	Analyze and evaluate a speaker's statements of opinion, personal preference and values.
LA.C 3.4.1	L Uses volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.	e92	Identify and interpret vocal characteristics that influence meaning such as tone, volume, pitch, and rate.
LA.C 3.4.2	L Selects and uses a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations.	e59	Respond orally to fellow student's opinions during presentations by asking questions, asking for clarification, agreeing and /or disagreeing courteously.
		e69	Participate in a one-on-one conference by relating essential information, asking questions on the topic, and using language to clarify information.
<b>Outcome # 10.0 DEMONSTRATE KNOWLEDGE OF LEADERSHIP BEHAVIORS AS THEY RELATE TO PURPOSE, DIRECTION, AND MOTIVATION; AND IDENTIFY AREAS FOR PERSONAL DEVELOPMENT.</b>			
<b>Performance Task# 10.01</b>			
<b>SSS Strand: Reading</b>		<b>Essential Work Skills</b>	

<b>LA.A 1.4.1</b>	<b>L</b>	Selects and uses prereading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing, to anticipate content, purpose, and organization of a reading selection.	<b>e52</b>	Preview textbooks for informational text to anticipate content.
			<b>e80</b>	Understand ways an author uses language and text characteristics to aid comprehension.
<b>LA.A 1.4.2</b>	<b>H</b>	Selects and uses strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.	<b>e50</b>	Understand and use a variety of organizational formats such as compare/contrast, cause/effect, inductive/deductive, most important to least important, and least important to most important.
			<b>e53</b>	Apply personal or objective criteria for evaluating informational, persuasive and literary materials.
<b>LA.A 1.4.4</b>	<b>L</b>	Applies a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.	<b>e34</b>	Use ideas from journals, class discussion and literary criticism to write a paper that expresses a personal opinion, sustains a controlling idea, or uses specific evidence from literary texts to support an opinion.
			<b>e35</b>	Apply the information gathered from technical texts in real-life situations.
			<b>e53</b>	Apply personal or objective criteria for evaluating informational, persuasive and literary materials.
			<b>e60</b>	Relate situations, events, and characters in a reading selection to personal experience.
			<b>e72</b>	Evaluate the way an author uses language and text characteristics such as plot, setting, theme, character, point of view, genre etc. to evoke a response in a reader.
			<b>e94</b>	Use response journals to jot down ideas from reading literary texts.
<b>SSS Strand: Listening, Viewing and Speaking</b>			<b>Essential Work Skills</b>	
<b>LA.C 3.4.2</b>	<b>L</b>	Selects and uses a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations.	<b>e59</b>	Respond orally to fellow student's opinions during presentations by asking questions, asking for clarification, agreeing and /or disagreeing courteously.
			<b>e69</b>	Participate in a one-on-one conference by relating essential information, asking questions on the topic, and using language to clarify information.
<b>SSS Strand: Language</b>			<b>Essential Work Skills</b>	
<b>LA.D 1.4.2</b>	<b>L</b>	Makes appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.	<b>e27</b>	Define a position on a controversial topic and write a persuasive essay or make an oral presentation likely to persuade a specific audience to change an opinion or take a particular action.
<b>Outcome # 11.0 IDENTIFY THE DEVELOPMENT OF LEADERSHIP; THE DIFFERENT APPROACHES TO LEADERSHIP, REASONS FOR USING THEM, AND THEIR DECLINE; AND THE ENVIRONMENTAL CHANGES THAT AFFECT LEADERSHIP.</b>				
<b>Performance Task# 11.01</b>				
<b>SSS Strand: Reading</b>			<b>Essential Work Skills</b>	
<b>LA.A 2.4.2</b>	<b>H</b>	Determines the author's purpose and point of view and their effects on the text.	<b>e77</b>	Assess the significance and importance of the themes in a literary text.

<b>LA.A 2.4.3</b>	<b>L</b>	Describes and evaluates personal preferences regarding fiction and nonfiction.	<b>e57</b>	Understand and relate to situations, events and characters in a reading selection.
			<b>e60</b>	Relate situations, events, and characters in a reading selection to personal experience.
<b>LA.A 2.4.4</b>	<b>H</b>	Locates, gathers, analyzes, and evaluates written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.	<b>e03</b>	Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report.

<b>SSS Strand: Writing</b>	<b>Essential Work Skills</b>
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<b>LA.B 1.4.1</b>	<b>L</b>	Selects and uses appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlines.	<b>e34</b>	Use ideas from journals, class discussion and literary criticism to write a paper that expresses a personal opinion, sustains a controlling idea, or uses specific evidence from literary texts to support an opinion.
			<b>e40</b>	Use writing as a tool for learning in formats such as learning logs, laboratory reports, note-taking, journals and portfolios.
<b>LA.B 2.4.1</b>	<b>L</b>	Writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.	<b>e03</b>	Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report.

**Outcome # 12.0 DEMONSTRATE KNOWLEDGE OF HOW CADETS' ATTITUDES AFFECT THEIR ACTIONS; THE RELATIONSHIP OF INDIVIDUALS' VALUES TO THEIR LIFE EXPERIENCES; THE IMPACT OF PEOPLE'S VALUES ON HOW THEY LEAD, FOLLOW, OR TEAM WITH OTHERS; AND HOW THESE VALUES RELATE TO ARMY VALUE**

**Performance Task# 12.01**

<b>SSS Strand: Reading</b>	<b>Essential Work Skills</b>
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<b>LA.A 1.4.4</b>	<b>L</b>	Applies a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.	<b>e34</b>	Use ideas from journals, class discussion and literary criticism to write a paper that expresses a personal opinion, sustains a controlling idea, or uses specific evidence from literary texts to support an opinion.
			<b>e35</b>	Apply the information gathered from technical texts in real-life situations.
			<b>e53</b>	Apply personal or objective criteria for evaluating informational, persuasive and literary materials.
			<b>e60</b>	Relate situations, events, and characters in a reading selection to personal experience.
			<b>e72</b>	Evaluate the way an author uses language and text characteristics such as plot, setting, theme, character, point of view, genre etc. to evoke a response in a reader.
			<b>e94</b>	Use response journals to jot down ideas from reading literary texts.
<b>LA.A 2.4.2</b>	<b>H</b>	Determines the author's purpose and point of view and their effects on the text.	<b>e77</b>	Assess the significance and importance of the themes in a literary text.
<b>LA.A 2.4.3</b>	<b>L</b>	Describes and evaluates personal preferences regarding fiction and nonfiction.	<b>e57</b>	Understand and relate to situations, events and characters in a reading selection.
			<b>e60</b>	Relate situations, events, and characters in a reading selection to personal experience.
<b>LA.A 2.4.5</b>	<b>H</b>	Identifies devices of persuasion and methods of appeal and their effectiveness.	<b>e17</b>	Analyze, evaluate and critique such events as current events, political campaigns, advertisements and media.

		<b>e72</b>	Evaluate the way an author uses language and text characteristics such as plot, setting, theme, character, point of view, genre etc. to evoke a response in a reader.
<b>SSS Strand: Listening, Viewing and Speaking</b>		<b>Essential Work Skills</b>	
<b>LA.C 1.4.4</b>	<b>L</b> Identifies bias, prejudice, or propaganda in oral messages.	<b>e70</b>	Analyze and evaluate a speaker's statements of opinion, personal preference and values.
<b>LA.C 2.4.2</b>	<b>L</b> Understands factors that influence the effectiveness of nonverbal cues used in nonprint media, such as the viewer's past experiences and preferences, and the context in which the cues are presented.	<b>e63</b>	Interpret non-verbal cues such as body language and visual aids.
<b>SSS Strand: Language</b>		<b>Essential Work Skills</b>	
<b>LA.D 1.4.2</b>	<b>L</b> Makes appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.	<b>e27</b>	Define a position on a controversial topic and write a persuasive essay or make an oral presentation likely to persuade a specific audience to change an opinion or take a particular action.
<b>LA.D 2.4.1</b>	<b>L</b> Understands specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.	<b>e72</b>	Evaluate the way an author uses language and text characteristics such as plot, setting, theme, character, point of view, genre etc. to evoke a response in a reader.
		<b>e89</b>	Identify and interpret levels of language, idiomatic expressions, and figures of speech that enhance oral communication.
<p><b>Outcome # 13.0 DEMONSTRATE KNOWLEDGE OF LEADERSHIP, INCLUDING THE CATEGORIES OF CHARACTER AND COMPETENCE; THE DEFINITION OF LEADERSHIP DIMENSIONS; AND THE BE, KNOW, AND DO MODEL.</b></p>			
<b>Performance Task# 13.01</b>			
<b>SSS Strand: Reading</b>		<b>Essential Work Skills</b>	
<b>LA.A 1.4.1</b>	<b>L</b> Selects and uses prereading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing, to anticipate content, purpose, and organization of a reading selection.	<b>e52</b>	Preview textbooks for informational text to anticipate content.
		<b>e80</b>	Understand ways an author uses language and text characteristics to aid comprehension.
<b>LA.A 1.4.4</b>	<b>L</b> Applies a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.	<b>e34</b>	Use ideas from journals, class discussion and literary criticism to write a paper that expresses a personal opinion, sustains a controlling idea, or uses specific evidence from literary texts to support an opinion.
		<b>e35</b>	Apply the information gathered from technical texts in real-life situations.
		<b>e53</b>	Apply personal or objective criteria for evaluating informational, persuasive and literary materials.
		<b>e60</b>	Relate situations, events, and characters in a reading selection to personal experience.
		<b>e72</b>	Evaluate the way an author uses language and text characteristics such as plot, setting, theme, character, point of view, genre etc. to evoke a response in a reader.
		<b>e94</b>	Use response journals to jot down ideas from reading literary texts.
<b>LA.A 2.4.1</b>	<b>H</b> Determines the main idea and identifies relevant details, methods of development, and their effectiveness in a variety of types of written materi	<b>e15</b>	Discriminate important ideas from unimportant ideas while reading.

		<b>e24</b>	Summarize, synthesize and organize information while reading.
		<b>e46</b>	Apply, extend, and expand on information while reading
<b>L.A.A 2.4.4</b>	<b>H</b>		Locates, gathers, analyzes, and evaluates written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.
		<b>e03</b>	Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report.

<b>SSS Strand: Listening, Viewing and Speaking</b>		<b>Essential Work Skills</b>	
<b>L.A.C 1.4.1</b>	<b>L</b>		Selects and uses appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, and taking action in career-related situations.
		<b>e25</b>	Listen, comprehend and summarize essential information from a variety of sources such as speeches, plays, commercials on radio and television, and political debates.
<b>L.A.C 2.4.2</b>	<b>L</b>		Understands factors that influence the effectiveness of nonverbal cues used in nonprint media, such as the viewer's past experiences and preferences, and the context in which the cues are presented.
		<b>e63</b>	Interpret non-verbal cues such as body language and visual aids.
<b>L.A.C 3.4.3</b>	<b>L</b>		Uses details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.
		<b>e10</b>	Prepare and deliver individual speeches by gathering information, rehearsing, making eye contact, speaking loudly enough, delivering information in a well organized fashion, and appealing to the needs of the target audience.

<b>SSS Strand: Language</b>		<b>Essential Work Skills</b>	
<b>L.A.D 1.4.2</b>	<b>L</b>		Makes appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.
		<b>e27</b>	Define a position on a controversial topic and write a persuasive essay or make an oral presentation likely to persuade a specific audience to change an opinion or take a particular action.

**Outcome # 14.0 DEMONSTRATE KNOWLEDGE OF DRILL, INCLUDING ITS ORIGINS IN THE UNITED STATES CONTINENTAL ARMY, ITS PURPOSES IN TIMES OF WAR AND PEACE, ITS IMPORTANCE ON MILITARY DISCIPLINE, AND THE SIMILARITIES AND DIFFERENCES BETWEEN THE QUALITIES OF DISCIPLINE INSTILLED**

**Performance Task# 14.01**

<b>SSS Strand: Reading</b>		<b>Essential Work Skills</b>	
<b>L.A.A 1.4.1</b>	<b>L</b>		Selects and uses prereading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing, to anticipate content, purpose, and organization of a reading selection.
		<b>e52</b>	Preview textbooks for informational text to anticipate content.
		<b>e80</b>	Understand ways an author uses language and text characteristics to aid comprehension.
<b>L.A.A 1.4.2</b>	<b>H</b>		Selects and uses strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.
		<b>e50</b>	Understand and use a variety of organizational formats such as compare/contrast, cause/effect, inductive/deductive, most important to least important, and least important to most important.
		<b>e53</b>	Apply personal or objective criteria for evaluating informational, persuasive and literary materials.
<b>L.A.A 2.4.2</b>	<b>H</b>		Determines the author's purpose and point of view and their effects on the text.
		<b>e77</b>	Assess the significance and importance of the themes in a literary text.

<b>SSS Strand: Writing</b>		<b>Essential Work Skills</b>	

<b>LA.B 1.4.1</b>	<b>L</b> Selects and uses appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlines.	<b>e34</b>	Use ideas from journals, class discussion and literary criticism to write a paper that expresses a personal opinion, sustains a controlling idea, or uses specific evidence from literary texts to support an opinion.
		<b>e40</b>	Use writing as a tool for learning in formats such as learning logs, laboratory reports, note-taking, journals and portfolios.
<b>Outcome # 15.0 DEMONSTRATE KNOWLEDGE OF THE RESPONSIBILITIES OF FOLLOWERS AND LEADERS IN DRILL, TYPES OF DRILL COMMANDS, AND THE ELEMENTS OF A PROPER COMMAND VOICE.</b>			
<b>Performance Task# 15.01</b>			
<b>SSS Strand: Listening, Viewing and Speaking</b>		<b>Essential Work Skills</b>	
<b>LA.C 3.4.1</b>	<b>L</b> Uses volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.	<b>e92</b>	Identify and interpret vocal characteristics that influence meaning such as tone, volume, pitch, and rate.
<b>LA.C 3.4.2</b>	<b>L</b> Selects and uses a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations.	<b>e59</b>	Respond orally to fellow student's opinions during presentations by asking questions, asking for clarification, agreeing and /or disagreeing courteously.
		<b>e69</b>	Participate in a one-on-one conference by relating essential information, asking questions on the topic, and using language to clarify information.
<b>LA.C 3.4.3</b>	<b>L</b> Uses details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.	<b>e10</b>	Prepare and deliver individual speeches by gathering information, rehearsing, making eye contact, speaking loudly enough, delivering information in a well organized fashion, and appealing to the needs of the target audience.
<b>SSS Strand: Language</b>		<b>Essential Work Skills</b>	
<b>LA.D 2.4.1</b>	<b>L</b> Understands specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.	<b>e72</b>	Evaluate the way an author uses language and text characteristics such as plot, setting, theme, character, point of view, genre etc. to evoke a response in a reader.
		<b>e89</b>	Identify and interpret levels of language, idiomatic expressions, and figures of speech that enhance oral communication.
<b>Outcome # 16.0 DEMONSTRATE KNOWLEDGE OF DRILL LEADERSHIP SKILLS, INCLUDING PREPARATION, TEACHING PROCEDURES, AND THE CHARACTERISTICS OF A GOOD DRILL LEADER.</b>			
<b>Performance Task# 16.01</b>			
<b>SSS Strand: Listening, Viewing and Speaking</b>		<b>Essential Work Skills</b>	

<b>L.A.C 1.4.1</b>	<b>L</b>	Selects and uses appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, and taking action in career-related situations.	<b>e25</b>	Listen, comprehend and summarize essential information from a variety of sources such as speeches, plays, commercials on radio and television, and political debates.
<b>L.A.C 1.4.2</b>	<b>L</b>	Describes, evaluates, and expands personal preferences in listening to fiction, drama, literary nonfiction, and informational presentations.	<b>e25</b>	Listen, comprehend and summarize essential information from a variety of sources such as speeches, plays, commercials on radio and television, and political debates.
			<b>e47</b>	Listen for enjoyment to narratives of personal experiences, stories, drama, performances, lectures, and readings.
<b>L.A.C 2.4.2</b>	<b>L</b>	Understands factors that influence the effectiveness of nonverbal cues used in nonprint media, such as the viewer's past experiences and preferences, and the context in which the cues are presented.	<b>e63</b>	Interpret non-verbal cues such as body language and visual aids.
<b>L.A.C 3.4.1</b>	<b>L</b>	Uses volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.	<b>e92</b>	Identify and interpret vocal characteristics that influence meaning such as tone, volume, pitch, and rate.
<b>L.A.C 3.4.2</b>	<b>L</b>	Selects and uses a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations.	<b>e59</b>	Respond orally to fellow student's opinions during presentations by asking questions, asking for clarification, agreeing and /or disagreeing courteously.
			<b>e69</b>	Participate in a one-on-one conference by relating essential information, asking questions on the topic, and using language to clarify information.
<b>Outcome # 17.0 DEMONSTRATE KNOWLEDGE AND USE OF DRILL SKILLS, INCLUDING STATIONARY MOVEMENTS, STEPS AND MARCHING, AND SQUAD AND PLATOON DRILL.</b>				
<b>Performance Task# 17.01</b>				
<b>SSS Strand: Reading</b>			<b>Essential Work Skills</b>	
<b>L.A.A 1.4.2</b>	<b>H</b>	Selects and uses strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.	<b>e50</b>	Understand and use a variety of organizational formats such as compare/contrast, cause/effect, inductive/deductive, most important to least important, and least important to most important.
			<b>e53</b>	Apply personal or objective criteria for evaluating informational, persuasive and literary materials.
<b>Outcome # 19.0 DEVELOP A PERSONAL GROWTH PLAN THROUGH THE USE OF THE SUCCESS PROFILER, THE PERSONAL SKILLS MAP, AND OTHER APPROPRIATE MODELS.</b>				
<b>Performance Task# 19.01</b>				
<b>SSS Strand: Reading</b>			<b>Essential Work Skills</b>	
<b>L.A.A 1.4.2</b>	<b>H</b>	Selects and uses strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.	<b>e50</b>	Understand and use a variety of organizational formats such as compare/contrast, cause/effect, inductive/deductive, most important to least important, and least important to most important.

		<b>e53</b>	Apply personal or objective criteria for evaluating informational, persuasive and literary materials.
<b>LA.A 2.4.4</b>	<b>H</b>	Locates, gathers, analyzes, and evaluates written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.	<b>e03</b> Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report.
<b>LA.A 2.4.8</b>	<b>H</b>	Synthesizes information from multiple sources to draw conclusions.	<b>e03</b> Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report.

<b>SSS Strand: Writing</b>	<b>Essential Work Skills</b>
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<b>LA.B 1.4.2</b>	<b>H</b>	Drafts and revises writing that: is focused, purposeful, and reflects insight into the writing situation; has an organizational pattern that provides for a logical progression of ideas; has effective use of transitional devices that contribute to a sense of completeness; has support that is substantial, specific, relevant, and concrete; demonstrates a commitment to and involvement with the subject; uses creative writing strategies as appropriate to the purposes of the paper; demonstrates a mature command of language with freshness of expression; has varied sentence structure; has few, if any, convention errors in mechanics, usage, punctuation and spelling.	<b>e12</b> Draft a report that engages an audience and is concise, clear, well organized, accurate, and informative.
			<b>e14</b> Use editing and revising skills to improve effectiveness and accuracy of drafts.

			<b>e27</b> Define a position on a controversial topic and write a persuasive essay or make an oral presentation likely to persuade a specific audience to change an opinion or take a particular action.
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			<b>e54</b> Organize supporting detail in logical and convincing patterns.
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**Outcome # 20.0 DEMONSTRATE KNOWLEDGE OF THE REQUIREMENTS FOR BECOMING AN ACTIVE LEARNER, INCLUDING THE TRAITS OF ACTIVE VS. PASSIVE LEARNERS; THE TYPES OF QUESTIONS ACTIVE LEARNERS ASK, WITH RELATED THINKING TYPES AND VIEWPOINTS; THE DIFFERENCE(S) BETWEEN CRITICAL AND C**

**Performance Task# 20.01**

<b>SSS Strand: Reading</b>	<b>Essential Work Skills</b>
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<b>LA.A 1.4.1</b>	<b>L</b>	Selects and uses prereading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing, to anticipate content, purpose, and organization of a reading selection.	<b>e52</b> Preview textbooks for informational text to anticipate content.
			<b>e80</b> Understand ways an author uses language and text characteristics to aid comprehension.

<b>LA.A 1.4.2</b>	<b>H</b>	Selects and uses strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.	<b>e50</b> Understand and use a variety of organizational formats such as compare/contrast, cause/effect, inductive/deductive, most important to least important, and least important to most important.
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			<b>e53</b> Apply personal or objective criteria for evaluating informational, persuasive and literary materials.
<b>LA.A 1.4.3</b>	<b>L</b>	Refines vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.	<b>e09</b> Know how to decipher unfamiliar words using such strategies as context cues, word structure analysis, letter sound relationships, and word histories.

		<b>e30</b>	Understand the nature and purpose of and be able to word process a variety of formats including essays, business letters, memos, instructions, policy statements, technical proposals, user manuals, lab reports, etc.	
		<b>e49</b>	Read for main idea first and then read for detail.	
<b>L.A.A 2.4.1</b>	<b>H</b>	Determines the main idea and identifies relevant details, methods of development, and their effectiveness in a variety of types of written materi	<b>e15</b>	Discriminate important ideas from unimportant ideas while reading.
			<b>e24</b>	Summarize, synthesize and organize information while reading.
			<b>e46</b>	Apply, extend, and expand on information while reading
<b>Outcome # 21.0 DEMONSTRATE KNOWLEDGE OF THE IMPORTANCE OF READING, AND USE COMPREHENSION AND VOCABULARY STRATEGIES TO ASSIST WITH READING SKILLS.</b>				
<b>Performance Task# 21.01</b>				
<b>SSS Strand: Reading</b>			<b>Essential Work Skills</b>	
<b>L.A.A 1.4.1</b>	<b>L</b>	Selects and uses prereading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing, to anticipate content, purpose, and organization of a reading selection.	<b>e52</b>	Preview textbooks for informational text to anticipate content.
			<b>e80</b>	Understand ways an author uses language and text characteristics to aid comprehension.
<b>L.A.A 1.4.2</b>	<b>H</b>	Selects and uses strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.	<b>e50</b>	Understand and use a variety of organizational formats such as compare/contrast, cause/effect, inductive/deductive, most important to least important, and least important to most important.
			<b>e53</b>	Apply personal or objective criteria for evaluating informational, persuasive and literary materials.
<b>L.A.A 1.4.3</b>	<b>L</b>	Refines vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.	<b>e09</b>	Know how to decipher unfamiliar words using such strategies as context cues, word structure analysis, letter sound relationships, and word histories.
			<b>e30</b>	Understand the nature and purpose of and be able to word process a variety of formats including essays, business letters, memos, instructions, policy statements, technical proposals, user manuals, lab reports, etc.
			<b>e49</b>	Read for main idea first and then read for detail.
<b>L.A.A 1.4.4</b>	<b>L</b>	Applies a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.	<b>e34</b>	Use ideas from journals, class discussion and literary criticism to write a paper that expresses a personal opinion, sustains a controlling idea, or uses specific evidence from literary texts to support an opinion.
			<b>e35</b>	Apply the information gathered from technical texts in real-life situations.
			<b>e53</b>	Apply personal or objective criteria for evaluating informational, persuasive and literary materials.
			<b>e60</b>	Relate situations, events, and characters in a reading selection to personal experience.
			<b>e72</b>	Evaluate the way an author uses language and text characteristics such as plot, setting, theme, character, point of view, genre etc. to evoke a response in a reader.
			<b>e94</b>	Use response journals to jot down ideas from reading literary texts.

<b>LA.A 2.4.1</b>	<b>H</b>	Determines the main idea and identifies relevant details, methods of development, and their effectiveness in a variety of types of written materi	<b>e15</b>	Discriminate important ideas from unimportant ideas while reading.
			<b>e24</b>	Summarize, synthesize and organize information while reading.
			<b>e46</b>	Apply, extend, and expand on information while reading
<b>LA.A 2.4.2</b>	<b>H</b>	Determines the author's purpose and point of view and their effects on the text.	<b>e77</b>	Assess the significance and importance of the themes in a literary text.
<b>Outcome # 22.0 DEMONSTRATE KNOWLEDGE AND USE OF EFFECTIVE STUDY HABITS, TEST-TAKING TECHNIQUES, AND TIME-MANAGEMENT STRATEGIES.</b>				
<b>Performance Task# 22.01</b>				
<b>SSS Strand: Reading</b>			<b>Essential Work Skills</b>	
<b>LA.A 2.4.6</b>	<b>L</b>	Selects and uses appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.	<b>e03</b>	Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report.
<b>SSS Strand: Writing</b>			<b>Essential Work Skills</b>	
<b>LA.B 2.4.1</b>	<b>L</b>	Writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.	<b>e03</b>	Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report.
<b>LA.B 2.4.2</b>	<b>L</b>	Organizes information using appropriate systems.	<b>e12</b>	Draft a report that engages an audience and is concise, clear, well organized, accurate, and informative.
<b>SSS Strand: Number Sense, Concepts and Operations</b>			<b>Essential Work Skills</b>	
<b>MA.A 1.4.3</b>	<b>H</b>	Understands concrete and symbolic representations of real and complex numbers in real-world situations.	<b>m19</b>	Understand the definitions and properties of rational and irrational numbers.
			<b>m60</b>	Understand the concept of the imaginary unit, $i$ , and know how to simplify square roots involving a negative radicand.
			<b>m65</b>	Know the standard form of a complex number is expressed as $a + bi$ where $a$ and $b$ are real numbers, and represent graphically on the complex plane where the horizontal axis is the real axis and the vertical axis is the imaginary axis.
<b>MA.A 2.4.2</b>	<b>H</b>	Understands and uses the real number system.	<b>m19</b>	Understand the definitions and properties of rational and irrational numbers.
<b>Outcome # 23.0 DEMONSTRATE KNOWLEDGE AND USE OF EFFECTIVE COMMUNICATION SKILLS, WITH EMPHASIS ON WRITING, LISTENING, AND SPEAKING SKILLS AND VERBAL AND NONVERBAL MEANS OF COMMUNICATION.</b>				
<b>Performance Task# 23.01</b>				
<b>SSS Strand: Writing</b>			<b>Essential Work Skills</b>	

<b>LA.B 1.4.1</b>	<b>L</b>	Selects and uses appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlines.	<b>e34</b>	Use ideas from journals, class discussion and literary criticism to write a paper that expresses a personal opinion, sustains a controlling idea, or uses specific evidence from literary texts to support an opinion.
<b>LA.B 1.4.2</b>	<b>H</b>	Drafts and revises writing that: is focused, purposeful, and reflects insight into the writing situation; has an organizational pattern that provides for a logical progression of ideas; has effective use of transitional devices that contribute to a sense of completeness; has support that is substantial, specific, relevant, and concrete; demonstrates a commitment to and involvement with the subject; uses creative writing strategies as appropriate to the purposes of the paper; demonstrates a mature command of language with freshness of expression; has varied sentence structure; has few, if any, convention errors in mechanics, usage, punctuation and spelling.	<b>e40</b> <b>e12</b>	Use writing as a tool for learning in formats such as learning logs, laboratory reports, note-taking, journals and portfolios. Draft a report that engages an audience and is concise, clear, well organized, accurate, and informative.
			<b>e14</b>	Use editing and revising skills to improve effectiveness and accuracy of drafts.
			<b>e27</b>	Define a position on a controversial topic and write a persuasive essay or make an oral presentation likely to persuade a specific audience to change an opinion or take a particular action.
			<b>e54</b>	Organize supporting detail in logical and convincing patterns.
<b>LA.B 1.4.3</b>	<b>L</b>	Produces final documents that have been edited for: correct spelling; correct punctuation, including commas, colons, and common use of semicolons; correct capitalization; correct sentence formation; correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement and the intentional use of fragments for effect; and correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts and illustrations in both standard and innovative forms.	<b>e14</b>	Use editing and revising skills to improve effectiveness and accuracy of drafts.

<b>SSS Strand: Listening, Viewing and Speaking</b>	<b>Essential Work Skills</b>
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<b>LA.C 3.4.1</b>	<b>L</b>	Uses volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.	<b>e92</b>	Identify and interpret vocal characteristics that influence meaning such as tone, volume, pitch, and rate.
<b>LA.C 3.4.3</b>	<b>L</b>	Uses details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.	<b>e10</b>	Prepare and deliver individual speeches by gathering information, rehearsing, making eye contact, speaking loudly enough, delivering information in a well organized fashion, and appealing to the needs of the target audience.
<b>LA.C 3.4.4</b>	<b>L</b>	Applies oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.	<b>e10</b>	Prepare and deliver individual speeches by gathering information, rehearsing, making eye contact, speaking loudly enough, delivering information in a well organized fashion, and appealing to the needs of the target audience.

**Outcome # 24.0 DEMONSTRATE KNOWLEDGE OF CONFLICT MANAGEMENT, INCLUDING THE IMPACT OF CONFLICT ON RELATIONSHIPS, THE BASIC CAUSES OF CONFLICT, AND THE FACILITATION OF PROPER COMMUNICATION.**

**Performance Task# 24.01**

<b>SSS Strand: Reading</b>	<b>Essential Work Skills</b>
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<b>LA.A 1.4.1</b>	<b>L</b>	Selects and uses prereading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing, to anticipate content, purpose, and organization of a reading selection.	<b>e52</b>	Preview textbooks for informational text to anticipate content.
			<b>e80</b>	Understand ways an author uses language and text characteristics to aid comprehension.
<b>LA.A 1.4.2</b>	<b>H</b>	Selects and uses strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.	<b>e50</b>	Understand and use a variety of organizational formats such as compare/contrast, cause/effect, inductive/deductive, most important to least important, and least important to most important.
			<b>e53</b>	Apply personal or objective criteria for evaluating informational, persuasive and literary materials.
<b>LA.A 2.4.1</b>	<b>H</b>	Determines the main idea and identifies relevant details, methods of development, and their effectiveness in a variety of types of written materi	<b>e15</b>	Discriminate important ideas from unimportant ideas while reading.
			<b>e24</b>	Summarize, synthesize and organize information while reading.
			<b>e46</b>	Apply, extend, and expand on information while reading

### SSS Strand: Listening, Viewing and Speaking

### Essential Work Skills

<b>LA.C 1.4.2</b>	<b>L</b>	Describes, evaluates, and expands personal preferences in listening to fiction, drama, literary nonfiction, and informational presentations.	<b>e25</b>	Listen, comprehend and summarize essential information from a variety of sources such as speeches, plays, commercials on radio and television, and political debates.
			<b>e47</b>	Listen for enjoyment to narratives of personal experiences, stories, drama, performances, lectures, and readings.
<b>LA.C 1.4.3</b>	<b>L</b>	Uses effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.	<b>e32</b>	Make informed judgments about the content, organization, and delivery of spoken communication.
			<b>e59</b>	Respond orally to fellow student's opinions during presentations by asking questions, asking for clarification, agreeing and /or disagreeing courteously.
			<b>e69</b>	Participate in a one-on-one conference by relating essential information, asking questions on the topic, and using language to clarify information.
			<b>e70</b>	Analyze and evaluate a speaker's statements of opinion, personal preference and values.
<b>LA.C 2.4.2</b>	<b>L</b>	Understands factors that influence the effectiveness of nonverbal cues used in nonprint media, such as the viewer's past experiences and preferences, and the context in which the cues are presented.	<b>e63</b>	Interpret non-verbal cues such as body language and visual aids.

## **Outcome # 25.0 DEMONSTRATE KNOWLEDGE OF FINANCIAL PLANNING, INCLUDING THE FIVE-STEP PROCESS; THE DIFFERENCE BETWEEN NEEDS AND WANTS; SETTING SMART GOALS; HOW CHOICE IN MONEY USE AFFECTS GOALS; AND THE MEANING OF PERSONAL FINANCIAL RESPONSIBILITY.**

### Performance Task# 25.01

### SSS Strand: Number Sense, Concepts and Operations

### Essential Work Skills

<b>MA.A 1.4.2</b>	<b>H</b>	Understands the relative size of integers, rational numbers, irrational numbers, and real numbers.	<b>m19</b>	Understand the definitions and properties of rational and irrational numbers.
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<b>MA.A 1.4.3</b>	<b>H</b>	Understands concrete and symbolic representations of real and complex numbers in real-world situations.	<b>m19</b>	Understand the definitions and properties of rational and irrational numbers.
			<b>m60</b>	Understand the concept of the imaginary unit, $i$ , and know how to simplify square roots involving a negative radicand.
			<b>m65</b>	Know the standard form of a complex number is expressed as $a + bi$ where $a$ and $b$ are real numbers, and represent graphically on the complex plane where the horizontal axis is the real axis and the vertical axis is the imaginary axis.
<b>MA.A 2.4.2</b>	<b>H</b>	Understands and uses the real number system.	<b>m19</b>	Understand the definitions and properties of rational and irrational numbers.
<b>MA.A 3.4.1</b>	<b>H</b>	Understands and explains the effects of addition, subtraction, multiplication and division on real numbers, including square roots, exponents, and appropriate inverse relationships.	<b>m01</b>	Perform operations with signed (positive and negative) numbers, including decimals, ratios, percents, and fractions.
			<b>m24</b>	Understand the basic properties and laws of exponents and scientific notation.
			<b>m44</b>	Perform operations with radicals such as addition, subtraction, multiplication, and division of two or more irrational numbers and express as the square root of a positive integer or as the product of a rational number and the square root of a positive integer.
			<b>m62</b>	Understand the characteristics of algorithms and how they are used for finding the greatest common denominator of two numbers and the solutions of quadratic equations.
			<b>m68</b>	Apply arithmetic methods for obtaining a rational approximation of an irrational number (e.g., radical).
<b>MA.A 3.4.3</b>	<b>H</b>	Adds, subtracts, multiplies, and divides real numbers, including square roots and exponents, using appropriate methods of computing, such as mental mathematics, paper and pencil, and calculator.	<b>m01</b>	Perform operations with signed (positive and negative) numbers, including decimals, ratios, percents, and fractions.
			<b>m44</b>	Perform operations with radicals such as addition, subtraction, multiplication, and division of two or more irrational numbers and express as the square root of a positive integer or as the product of a rational number and the square root of a positive integer.
			<b>m62</b>	Understand the characteristics of algorithms and how they are used for finding the greatest common denominator of two numbers and the solutions of quadratic equations.
<b>SSS Strand: Data Analysis and Probability</b>			<b>Essential Work Skills</b>	
<b>MA.E 1.4.1</b>	<b>H</b>	Interprets data that has been collected, organized, and displayed in charts, tables, and plots.	<b>m05</b>	Understand the best procedures for statistical data collection, organization, and display including making estimates and predictions and drawing inferences.
			<b>m36</b>	Understand the characteristics of measures of dispersion (i.e., range, mean deviation, variance, and standard deviation).
			<b>m42</b>	Understand the concepts and applications of quartiles (i.e., distributing groups into four equal frequencies) and percentiles (i.e., distributing individuals into one hundred groups of equal frequency).
<b>MA.E 1.4.3</b>	<b>H</b>	Analyzes real-world data and makes predictions of larger populations by applying formulas to calculate measures of central tendency and dispersion using the sample population data, and using appropriate technology, including calculators and computers.	<b>m36</b>	Understand the characteristics of measures of dispersion (i.e., range, mean deviation, variance, and standard deviation).
			<b>m42</b>	Understand the concepts and applications of quartiles (i.e., distributing groups into four equal frequencies) and percentiles (i.e., distributing individuals into one hundred groups of equal frequency).

**Outcome # 26.0 DEMONSTRATE KNOWLEDGE OF THE BENEFITS AND COMPONENTS OF AN EXERCISE PROGRAM.**

**Performance Task# 26.01**

<b>SSS Strand: Reading</b>		<b>Essential Work Skills</b>	
<b>LA.A 1.4.2</b>	<b>H</b> Selects and uses strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.	<b>e50</b>	Understand and use a variety of organizational formats such as compare/contrast, cause/effect, inductive/deductive, most important to least important, and least important to most important.
		<b>e53</b>	Apply personal or objective criteria for evaluating informational, persuasive and literary materials.
<b>LA.A 1.4.4</b>	<b>L</b> Applies a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.	<b>e34</b>	Use ideas from journals, class discussion and literary criticism to write a paper that expresses a personal opinion, sustains a controlling idea, or uses specific evidence from literary texts to support an opinion.
		<b>e35</b>	Apply the information gathered from technical texts in real-life situations.
		<b>e53</b>	Apply personal or objective criteria for evaluating informational, persuasive and literary materials.
		<b>e60</b>	Relate situations, events, and characters in a reading selection to personal experience.
		<b>e72</b>	Evaluate the way an author uses language and text characteristics such as plot, setting, theme, character, point of view, genre etc. to evoke a response in a reader.
		<b>e94</b>	Use response journals to jot down ideas from reading literary texts.

<b>SSS Strand: Processes of Life</b>		<b>Essential Work Skills</b>	
<b>SC.F 1.4.1</b>	<b>H</b> Knows that the body processes involve specific biochemical reactions governed by biochemical principles.	<b>s42</b>	Understand the chemical reactions involved in cell functions (e.g., food molecules taken into cells are broken down to provide the chemical constituents needed to synthesize other molecules).
<b>SC.F 1.4.2</b>	<b>H</b> Knows that body structures are uniquely designed and adapted for their function.	<b>s02</b>	Identify and understand the structure and parts that comprise the systems (i.e., cardiovascular, nervous, lymphatic, muscular, etc.) and regions (i.e., head and neck, upper limb, thorax, abdominopelvic, back, and lower limb) of the human body.
<b>SC.F 1.4.4</b>	<b>M</b> Understands that biological systems obey the same laws of conservation as physical systems.	<b>s42</b>	Understand the chemical reactions involved in cell functions (e.g., food molecules taken into cells are broken down to provide the chemical constituents needed to synthesize other molecules).
<b>SC.F 1.4.7</b>	<b>M</b> Knows that organisms respond to internal and external stimuli.	<b>s45</b>	Understand nerve regulation - the nervous system and related disorders such as cerebral palsy, meningitis, and polio; and chemical regulation - the endocrine system, hormones and related disorders such as goiter and diabetes.

**Outcome # 27.0 DEMONSTRATE KNOWLEDGE OF GOOD NUTRITION AND THE BODY'S REQUIREMENTS FOR WATER, VITAMINS, MINERALS, FATS, CARBOHYDRATES, AND PROTEINS FOR A HEALTHY LIFESTYLE.**

**Performance Task# 27.01**

SSS Strand: Reading		Essential Work Skills		
LA.A 1.4.1	L	Selects and uses prereading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing, to anticipate content, purpose, and organization of a reading selection.	e52	Preview textbooks for informational text to anticipate content.
			e80	Understand ways an author uses language and text characteristics to aid comprehension.
LA.A 1.4.4	L	Applies a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.	e34	Use ideas from journals, class discussion and literary criticism to write a paper that expresses a personal opinion, sustains a controlling idea, or uses specific evidence from literary texts to support an opinion.
			e35	Apply the information gathered from technical texts in real-life situations.
			e53	Apply personal or objective criteria for evaluating informational, persuasive and literary materials.
			e60	Relate situations, events, and characters in a reading selection to personal experience.
			e72	Evaluate the way an author uses language and text characteristics such as plot, setting, theme, character, point of view, genre etc. to evoke a response in a reader.
			e94	Use response journals to jot down ideas from reading literary texts.

SSS Strand: The Nature of Matter		Essential Work Skills		
SC.A 1.4.2	M	Knows that the vast diversity of the properties of materials is primarily due to variations in the forces that hold molecules together.	s78	Understand the historical development of the periodic table and apply the principles inherent in its development, including the properties and atomic structure of elements and resultant chemical compounds the forces acting between and among atoms and molecules, and changes in substances as a result of chemical combination.

SSS Strand: Processes of Life		Essential Work Skills		
SC.F 1.4.1	H	Knows that the body processes involve specific biochemical reactions governed by biochemical principles.	s42	Understand the chemical reactions involved in cell functions (e.g., food molecules taken into cells are broken down to provide the chemical constituents needed to synthesize other molecules).

**Outcome # 29.0 DEMONSTRATE KNOWLEDGE OF BASIC FIRST AID AND LIFE-SAVING SKILLS, INCLUDING THE GOOD SAMARITAN LAW, STEPS FOR FIRST AID INTERVENTION, QUESTIONS TO EXPECT FROM 911, CHECKING FOR ABCDS, RESCUE BREATHING, CPR, THE HEIMLICH MANEUVER, CONTROL OF BLEEDING, INFE**

**Performance Task# 29.01**

SSS Strand: Reading		Essential Work Skills		
LA.A 1.4.3	L	Refines vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.	e09	Know how to decipher unfamiliar words using such strategies as context cues, word structure analysis, letter sound relationships, and word histories.

		<b>e30</b>	Understand the nature and purpose of and be able to word process a variety of formats including essays, business letters, memos, instructions, policy statements, technical proposals, user manuals, lab reports, etc.
		<b>e49</b>	Read for main idea first and then read for detail.
<b>LA.A 2.4.1</b>	<b>H</b> Determines the main idea and identifies relevant details, methods of development, and their effectiveness in a variety of types of written materi	<b>e15</b>	Discriminate important ideas from unimportant ideas while reading.
		<b>e24</b>	Summarize, synthesize and organize information while reading.
		<b>e46</b>	Apply, extend, and expand on information while reading

<b>SSS Strand: Listening, Viewing and Speaking</b>	<b>Essential Work Skills</b>
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<b>LA.C 1.4.1</b>	<b>L</b> Selects and uses appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, and taking action in career-related situations.	<b>e25</b>	Listen, comprehend and summarize essential information from a variety of sources such as speeches, plays, commercials on radio and television, and political debates.
<b>LA.C 3.4.2</b>	<b>L</b> Selects and uses a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations.	<b>e59</b>	Respond orally to fellow student's opinions during presentations by asking questions, asking for clarification, agreeing and /or disagreeing courteously.

		<b>e69</b>	Participate in a one-on-one conference by relating essential information, asking questions on the topic, and using language to clarify information.
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**Outcome # 30.0 DEMONSTRATE KNOWLEDGE OF THE DANGERS OF SUBSTANCE ABUSE AND THE IMPORTANCE OF MENTAL MANAGEMENT, INCLUDING GOAL SETTING AND POSITIVE SELF-TALK.**

**Performance Task# 30.01**

<b>SSS Strand: Reading</b>	<b>Essential Work Skills</b>
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<b>LA.A 2.4.1</b>	<b>H</b> Determines the main idea and identifies relevant details, methods of development, and their effectiveness in a variety of types of written materi	<b>e15</b>	Discriminate important ideas from unimportant ideas while reading.
		<b>e24</b>	Summarize, synthesize and organize information while reading.

		<b>e46</b>	Apply, extend, and expand on information while reading
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**Outcome # 33.0 DEMONSTRATE KNOWLEDGE OF PREAMBLES, SPECIFICALLY THE PREAMBLE OF THE CONSTITUTION; YOU THE PEOPLE CITIZENSHIP SKILLS (I.E., COOPERATION, PATIENCE, FAIRNESS, RESPECT, STRENGTH, SELF-IMPROVEMENT, AND BALANCE); AND THE DIFFERENCE BETWEEN INDIVIDUAL DESIRE AN**

**Performance Task# 33.01**

<b>SSS Strand: Reading</b>	<b>Essential Work Skills</b>
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<b>LA.A 1.4.2</b>	<b>H</b>	Selects and uses strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.	<b>e50</b>	Understand and use a variety of organizational formats such as compare/contrast, cause/effect, inductive/deductive, most important to least important, and least important to most important.
			<b>e53</b>	Apply personal or objective criteria for evaluating informational, persuasive and literary materials.
<b>LA.A 1.4.4</b>	<b>L</b>	Applies a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.	<b>e34</b>	Use ideas from journals, class discussion and literary criticism to write a paper that expresses a personal opinion, sustains a controlling idea, or uses specific evidence from literary texts to support an opinion.
			<b>e35</b>	Apply the information gathered from technical texts in real-life situations.
			<b>e53</b>	Apply personal or objective criteria for evaluating informational, persuasive and literary materials.
			<b>e60</b>	Relate situations, events, and characters in a reading selection to personal experience.
			<b>e72</b>	Evaluate the way an author uses language and text characteristics such as plot, setting, theme, character, point of view, genre etc. to evoke a response in a reader.
			<b>e94</b>	Use response journals to jot down ideas from reading literary texts.
<b>LA.A 2.4.1</b>	<b>H</b>	Determines the main idea and identifies relevant details, methods of development, and their effectiveness in a variety of types of written materials.	<b>e15</b>	Discriminate important ideas from unimportant ideas while reading.
			<b>e24</b>	Summarize, synthesize and organize information while reading.
			<b>e46</b>	Apply, extend, and expand on information while reading.
<b>LA.A 2.4.4</b>	<b>H</b>	Locates, gathers, analyzes, and evaluates written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.	<b>e03</b>	Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report.
<b>LA.A 2.4.8</b>	<b>H</b>	Synthesizes information from multiple sources to draw conclusions.	<b>e03</b>	Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report.

**SSS Strand: Writing**

**Essential Work Skills**

<b>LA.B 1.4.2</b>	<b>H</b>	Drafts and revises writing that: is focused, purposeful, and reflects insight into the writing situation; has an organizational pattern that provides for a logical progression of ideas; has effective use of transitional devices that contribute to a sense of completeness; has support that is substantial, specific, relevant, and concrete; demonstrates a commitment to and involvement with the subject; uses creative writing strategies as appropriate to the purposes of the paper; demonstrates a mature command of language with freshness of expression; has varied sentence structure; has few, if any, convention errors in mechanics, usage, punctuation and spelling.	<b>e12</b>	Draft a report that engages an audience and is concise, clear, well organized, accurate, and informative.
			<b>e14</b>	Use editing and revising skills to improve effectiveness and accuracy of drafts.
			<b>e27</b>	Define a position on a controversial topic and write a persuasive essay or make an oral presentation likely to persuade a specific audience to change an opinion or take a particular action.
			<b>e54</b>	Organize supporting detail in logical and convincing patterns.

**Outcome # 34.0 DEMONSTRATE KNOWLEDGE OF IMMIGRATION LAWS AND THE METHODS AND STANDARDS FOR BECOMING A CITIZEN OF THE UNITED STATES.**

**Performance Task# 34.01**

**SSS Strand: Reading**

**Essential Work Skills**

**LA.A 1.4.2 H** Selects and uses strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.

**e50** Understand and use a variety of organizational formats such as compare/contrast, cause/effect, inductive/deductive, most important to least important, and least important to most important.

**e53** Apply personal or objective criteria for evaluating informational, persuasive and literary materials.

**Outcome # 35.0 DEMONSTRATE KNOWLEDGE OF THE EVOLUTION OF THE RIGHTS, RESPONSIBILITIES, AND PRIVILEGES OF AMERICAN CITIZENS, INCLUDING THE CHARACTERISTICS OF A PARTICIPATING CITIZEN.**

**Performance Task# 35.01**

**SSS Strand: Reading**

**Essential Work Skills**

**LA.A 2.4.1 H** Determines the main idea and identifies relevant details, methods of development, and their effectiveness in a variety of types of written materi

**e15** Discriminate important ideas from unimportant ideas while reading.

**e24** Summarize, synthesize and organize information while reading.

**e46** Apply, extend, and expand on information while reading

**LA.A 2.4.4 H** Locates, gathers, analyzes, and evaluates written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.

**e03** Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report.

**LA.A 2.4.6 L** Selects and uses appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.

**e03** Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report.

**Outcome # 36.0 DEMONSTRATE USE OF THE CHIEF JUSTICE PROCESS TO DEBATE A POSITION ON AN ISSUE (E.G., FLAG BURNING AND THE FIRST AMENDMENT), DETERMINE AN OUTCOME, AND RENDER A VERDICT.**

**Performance Task# 36.01**

**SSS Strand: Reading**

**Essential Work Skills**

**LA.A 2.4.5 H** Identifies devices of persuasion and methods of appeal and their effectiveness.

**e17** Analyze, evaluate and critique such events as current events, political campaigns, advertisements and media.

**e72** Evaluate the way an author uses language and text characteristics such as plot, setting, theme, character, point of view, genre etc. to evoke a response in a reader.

**L.A.A 2.4.8 H** Synthesizes information from multiple sources to draw conclusions.

**e03** Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report.

**Total Number of Student Performance Standards in this course:**

**31**

**- End of File -**