

<b>Teacher Assisting 1</b>	<b>8909010</b>
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**Outcome # 01.0 DESCRIBE THE ROLE AND CAREER PATH OF THE SUBSTITUTE TEACHER AND THE REGULATIONS GOVERNING THOSE IN THAT OCCUPATION--THE STUDENT WILL BE ABLE TO:**

**Performance Task# 01.01 Describe the code of ethics for the teaching profession and explain how it relates to the role of the substitute teacher.**

<b>SSS Strand: Reading</b>	<b>Essential Work Skills</b>
<p><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.</p>	<p><b>e52</b> Preview textbooks for informational text to anticipate content.</p> <p><b>e80</b> Understand ways an author uses language and text characteristics to aid comprehension.</p>
<p><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.</p>	<p><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.</p> <p><b>e53</b> Apply personal or objective criteria for evaluating informational, persuasive and literary materials.</p>
<p><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.</p>	<p><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.</p> <p><b>e35</b> Apply the information gathered from technical texts in real-life situations.</p> <p><b>e53</b> Apply personal or objective criteria for evaluating informational, persuasive and literary materials.</p> <p><b>e60</b> Relate situations, events, and characters in a reading selection to personal experience.</p> <p><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.</p> <p><b>e94</b> Use response journals to jot down ideas from reading literary texts.</p>

<b>SSS Strand: Writing</b>	<b>Essential Work Skills</b>
<p><b>LA.B 1.4.2 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.</p>	<p><b>e12</b> Draft a report that engages an audience and is concise, clear, well organized, accurate, and informative.</p> <p><b>e14</b> Use editing and revising skills to improve effectiveness and accuracy of drafts.</p> <p><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.</p> <p><b>e54</b> Organize supporting detail in logical and convincing patterns.</p>

<b>LA.B 2.4.4 L</b>	Selects and uses a variety of electronic media, such as the Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.	<b>e03</b>	Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report.
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**Performance Task# 01.02 Define the role and characteristics of an effective substitute teacher.**

<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>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>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 2.4.4 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.

<b>SSS Strand: Writing</b>		<b>Essential Work Skills</b>	
<b>LA.B 1.4.2 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.

<b>LA.B 2.4.4 L</b>	Selects and uses a variety of electronic media, such as the Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.	<b>e03</b>	Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report.
<b>Performance Task# 01.03 Describe the role of the substitute teacher in relation to the roles of the teacher, school principal, counselor, and students.</b>			
<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>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>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: Writing</b>		<b>Essential Work Skills</b>	
<b>LA.B 1.4.2 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.
<b>LA.B 2.4.4 L</b>	Selects and uses a variety of electronic media, such as the Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.	<b>e03</b>	Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report.

**Performance Task# 01.04 Describe the role and responsibility of the substitute teacher in using public relations to build rapport and enhance the image of education.**

<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>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>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: Writing</b>		<b>Essential Work Skills</b>	
<b>LA.B 1.4.2 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.
<b>LA.B 2.4.4 L</b>	Selects and uses a variety of electronic media, such as the Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.	<b>e03</b>	Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report.

**Performance Task# 01.05 Describe tasks that a substitute teacher will and will not perform to assist a teacher, the school principal, students, and other individuals in the school system.**

<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>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>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: Writing</b>		<b>Essential Work Skills</b>	
<b>LA.B 1.4.2 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.
<b>LA.B 2.4.4 L</b>	Selects and uses a variety of electronic media, such as the Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.	<b>e03</b>	Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report.

**Performance Task# 01.06 Identify and explain the provisions of existing local, state, and federal regulations governing the role of the substitute teacher.**

<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>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>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.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>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: Writing</b>		<b>Essential Work Skills</b>	
		<b>LA.B 1.4.2 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.		
<b>LA.B 2.4.4 L</b>	Selects and uses a variety of electronic media, such as the Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.	<b>e03</b>	Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report.		

**Performance Task# 01.07 Describe the history of, emerging demand for, and career paths of substitute teachers.**

<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>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>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 2.4.4 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.
<b>SSS Strand: Writing</b>		<b>Essential Work Skills</b>	
<b>LA.B 1.4.2 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.
<b>LA.B 2.4.4 L</b>	Selects and uses a variety of electronic media, such as the Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.	<b>e03</b>	Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report.

**Performance Task# 01.08 Identify the types of educational programs and agencies that employ substitute teachers.**

<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>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.
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<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>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 2.4.4 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.
<b>SSS Strand: Writing</b>		<b>Essential Work Skills</b>	
<b>LA.B 1.4.2 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.
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		<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 2.4.4 L</b>	Selects and uses a variety of electronic media, such as the Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.	<b>e03</b>	Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report.

**Outcome # 02.0 DESCRIBE THE ROLE OF EDUCATION IN THE UNITED STATES--THE STUDENT WILL BE ABLE TO:**

**Performance Task# 02.01 State the purposes, constitutional authorization, and funding for education in the United States.**

**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>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>e80</b>	Understand ways an author uses language and text characteristics to aid comprehension.
			<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.

**SSS Strand: Writing**

**Essential Work Skills**

<b>LA.B 2.4.4</b>	<b>L</b>	Selects and uses a variety of electronic media, such as the Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.	<b>e03</b>	Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report.
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**Performance Task# 02.02 State the purposes, constitutional authorization, and funding for education in the United States.**

**SSS Strand: Reading**

**Essential Work Skills**

<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: Writing</b>	<b>Essential Work Skills</b>
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<b>LA.B 1.4.2 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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<b>Performance Task# 02.03 Describe current educational trends in the United States.</b>
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<b>SSS Strand: Reading</b>	<b>Essential Work Skills</b>
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<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>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: Writing</b>	<b>Essential Work Skills</b>
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<b>LA.B 1.4.2 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.
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		<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>Outcome # 03.0 DEMONSTRATE THE INTERPERSONAL SKILLS REQUIRED FOR SUCCESSFUL EMPLOYMENT AS A SUBSTITUTE TEACHER--THE STUDENT WILL BE ABLE TO:</b>			
<b>Performance Task# 03.01 Interact in ethical, professional, courteous, and culturally respectful ways with teachers, principals, students, and other individuals and groups.</b>			
<b>SSS Strand: Reading</b>		<b>Essential Work Skills</b>	
<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>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>	
<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.
<b>SSS Strand: Listening, Viewing and Speaking</b>		<b>Essential Work Skills</b>	
<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 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>L.A.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>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>L.A.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.
<b>L.A.C 3.4.5</b>	<b>L</b>	Develops and sustains a line of argument and provides appropriate support	<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.

**SSS Strand: Language**

**Essential Work Skills**

<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.
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**Performance Task# 03.02 Demonstrate responsible ways of dealing with criticism from supervisors, teachers, principals, students, and others in a school setting.**

**SSS Strand: Reading**

**Essential Work Skills**

<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 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.

**SSS Strand: Writing**

**Essential Work Skills**

<b>LA.B 1.4.2 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.

<b>SSS Strand: Listening, Viewing and Speaking</b>		<b>Essential Work Skills</b>	
<b>LA.C 1.4.1 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 1.4.3 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 1.4.4 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 3.4.1 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 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 3.4.4 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.
<b>LA.C 3.4.5 L</b>	Develops and sustains a line of argument and provides appropriate support	<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>SSS Strand: Language</b>		<b>Essential Work Skills</b>	
<b>LA.D 1.4.2 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.

**Performance Task# 03.03 Identify methods for de-escalating and resolving conflicts between individuals and groups.**

<b>SSS Strand: Reading</b>		<b>Essential Work Skills</b>	
<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>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>	
<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.
<b>SSS Strand: Listening, Viewing and Speaking</b>		<b>Essential Work Skills</b>	
<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 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 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 3.4.4</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.
<b>LA.C 3.4.5</b>	<b>L</b> Develops and sustains a line of argument and provides appropriate support	<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.

SSS Strand: Language		Essential Work Skills	
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>Performance Task# 03.04 Describe safe and responsible ways of responding to expressions of hostility or threats, including the use of security procedures and systems.</b>			
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.  e30 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.  e49 Read for main idea first and then read for detail.
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.
SSS Strand: Writing		Essential Work Skills	
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.
SSS Strand: Listening, Viewing and Speaking		Essential Work Skills	
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.

<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 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 3.4.4</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.
<b>LA.C 3.4.5</b>	<b>L</b>	Develops and sustains a line of argument and provides appropriate support	<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.

**SSS Strand: Language**

**Essential Work Skills**

<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.
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**Performance Task# 03.05 Identify the work, health, and grooming habits that facilitate positive interactions with individuals and ongoing employment as a teacher aide.**

**SSS Strand: Reading**

**Essential Work Skills**

<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 clues, 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 2.4.4</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.

**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.

<b>SSS Strand: Listening, Viewing and Speaking</b>	<b>Essential Work Skills</b>
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<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 1.4.3</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>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>L.A.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.
<b>L.A.C 3.4.5</b>	<b>L</b>	Develops and sustains a line of argument and provides appropriate support	<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>SSS Strand: Language</b>	<b>Essential Work Skills</b>
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<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.
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**Performance Task# 03.06 Demonstrate the ability and willingness to follow oral and written instructions.**

<b>SSS Strand: Reading</b>	<b>Essential Work Skills</b>
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<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.
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		<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 2.4.4</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>	
<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.
<b>SSS Strand: Listening, Viewing and Speaking</b>		<b>Essential Work Skills</b>	
<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 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 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 3.4.4</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.

<b>LA.C 3.4.5</b>	<b>L</b>	Develops and sustains a line of argument and provides appropriate support	<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>SSS Strand: Language</b>	<b>Essential Work Skills</b>
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<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.
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**Outcome # 04.0 DEMONSTRATE THE COMMUNICATION SKILLS REQUIRED TO BE AN EFFECTIVE SUBSTITUTE TEACHER--THE STUDENT WILL BE ABLE TO:**

**Performance Task# 04.01 Demonstrate effective listening techniques for various situations.**

<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.
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<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.
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			<b>e59</b>	Respond orally to fellow student's opinions during presentations by asking questions, asking for clarification, agreeing and /or disagreeing courteously.
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			<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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			<b>e70</b>	Analyze and evaluate a speaker's statements of opinion, personal preference and values.
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<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.
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**Performance Task# 04.02 Recognize and interpret various types of nonverbal communication.**

<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.
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			<b>e35</b>	Apply the information gathered from technical texts in real-life situations.
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			<b>e53</b>	Apply personal or objective criteria for evaluating informational, persuasive and literary materials.
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			<b>e60</b>	Relate situations, events, and characters in a reading selection to personal experience.
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			<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.
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		<b>e94</b>	Use response journals to jot down ideas from reading literary texts.
<b>SSS Strand: Writing</b>		<b>Essential Work Skills</b>	
<b>LA.B 2.4.4</b>	<b>L</b> Selects and uses a variety of electronic media, such as the Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.	<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 2.4.1</b>	<b>L</b> Determines main concept and supporting details in order to analyze and evaluate nonprint media messages.	<b>e66</b>	Demonstrate knowledge of persuasive techniques used in visual advertisements.
<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>Performance Task# 04.03 Use oral and written communication for self-expression and for conveying and following instructions.</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>SSS Strand: Writing</b>		<b>Essential Work Skills</b>	
<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.
<b>LA.B 2.4.3</b>	<b>L</b> Writes fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.	<b>e22</b>	Understand and produce a variety of informative format such as business letters, memos, reports, news articles, brochures, proposals and critiques.
		<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>SSS Strand: Listening, Viewing and Speaking</b>		<b>Essential Work Skills</b>	
<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>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.

**e69** Participate in a one-on-one conference by relating essential information, asking questions on the topic, and using language to clarify information.

**Performance Task# 04.04 Differentiate personal opinion from observations, actual events, and facts.**

**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.

**LA.A 2.4.2 H** Determines the author's purpose and point of view and their effects on the text.

**e77** Assess the significance and importance of the themes in a literary text.

**LA.A 2.4.7 H** Analyzes the validity and reliability of primary source information and use the information appropriately.

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

**Performance Task# 04.05 Report observations and information objectively**

**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.

**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.

**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.

**SSS Strand: Writing**

**Essential Work Skills**

**LA.B 2.4.1 L** Writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.

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

**Performance Task# 04.06 Follow protocols for the use of the telephone and other telecommunications equipment in order to communicate appropriately and courteously to others.**

<b>SSS Strand: Listening, Viewing and Speaking</b>		<b>Essential Work Skills</b>	
<b>LA.C 1.4.3 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 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 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.

**Performance Task# 04.07 Prepare and relay messages accurately and in a timely manner from one person to another.**

<b>SSS Strand: Listening, Viewing and Speaking</b>		<b>Essential Work Skills</b>	
<b>LA.C 1.4.1 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 2.4.2 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 # 05.0 ARRANGE, ORGANIZE, AND PERFORM EDUCATIONAL-SUPPORT TASKS--THE STUDENT WILL BE ABLE TO:**

**Performance Task# 05.01 Identify the formats, styles, and forms required for different types of correspondence, records, reports, and other documentation that support classroom activities.**

<b>SSS Strand: Reading</b>		<b>Essential Work Skills</b>	
<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.

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

<b>LA.B 1.4.2 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.
<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.

**Performance Task# 05.02 Produce correspondence, reports, and other types of communication using the materials and directions provided by a teacher.**

<b>SSS Strand: Reading</b>	<b>Essential Work Skills</b>
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<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.
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<b>SSS Strand: Writing</b>	<b>Essential Work Skills</b>
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<b>LA.B 1.4.2 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.
<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.

**Performance Task# 05.03 Use the technologies and equipment, including typewriters, computers, fax machines, and photocopiers, required to produce correspondence and other communication.**

<b>SSS Strand: Reading</b>		<b>Essential Work Skills</b>	
<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.

<b>SSS Strand: Writing</b>		<b>Essential Work Skills</b>	
<b>LA.B 1.4.3 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>LA.B 2.4.2 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.

**Performance Task# 05.04 Demonstrate effective proofreading skills.**

<b>SSS Strand: Reading</b>		<b>Essential Work Skills</b>	
<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.

<b>SSS Strand: Writing</b>		<b>Essential Work Skills</b>	
<b>LA.B 1.4.3 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>LA.B 2.4.2 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.

**Performance Task# 05.05 Compile information and complete the required documentation for logs, records, forms, and files.**

<b>SSS Strand: Reading</b>		<b>Essential Work Skills</b>	
<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.

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

<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, table: 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>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.

**Performance Task# 05.06 Organize and manage records, reports, and files for effective information and retrieval.**

<b>SSS Strand: Reading</b>		<b>Essential Work Skills</b>		
<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>		
<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, table: 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>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.

**Performance Task# 05.07 Conduct a classroom inventory.**

<b>SSS Strand: Reading</b>		<b>Essential Work Skills</b>		
<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>		
<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, table: 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>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.

**Performance Task# 05.08 Schedule and coordinate various appointments and school activities.**

**SSS Strand: Reading**

**Essential Work Skills**

<p><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.</p>	<p><b>e03</b> Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report.</p>
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**SSS Strand: Writing**

**Essential Work Skills**

<p><b>LA.B 1.4.3 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, table: charts and illustrations in both standard and innovative forms.</p>	<p><b>e14</b> Use editing and revising skills to improve effectiveness and accuracy of drafts.</p>
<p><b>LA.B 2.4.2 L</b> Organizes information using appropriate systems.</p>	<p><b>e12</b> Draft a report that engages an audience and is concise, clear, well organized, accurate, and informative.</p>

**Outcome # 06.0 OPERATE AUDIOVISUAL EQUIPMENT--THE STUDENT WILL BE ABLE TO:**

**Performance Task# 06.01 Identify different types of audiovisual equipment such as overhead projectors, VCRs, camcorders, slide projectors, computers, LCD panels, and cameras.**

**SSS Strand: Reading**

**Essential Work Skills**

<p><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.</p>	<p><b>e52</b> Preview textbooks for informational text to anticipate content.</p>
	<p><b>e80</b> Understand ways an author uses language and text characteristics to aid comprehension.</p>
<p><b>LA.A 1.4.3 L</b> Refines vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.</p>	<p><b>e09</b> Know how to decipher unfamiliar words using such strategies as context cues, word structure analysis, letter sound relationships, and word histories.</p>
	<p><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.</p>
	<p><b>e49</b> Read for main idea first and then read for detail.</p>
<p><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.</p>	<p><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.</p>
	<p><b>e35</b> Apply the information gathered from technical texts in real-life situations.</p>
	<p><b>e53</b> Apply personal or objective criteria for evaluating informational, persuasive and literary materials.</p>
	<p><b>e60</b> Relate situations, events, and characters in a reading selection to personal experience.</p>
	<p><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.</p>

e94 Use response journals to jot down ideas from reading literary texts.

**Performance Task# 06.02 Identify the components of audiovisual equipment by name, function, and method of operation.**

**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.

**LA.A 1.4.3 L** Refines vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.

e80 Understand ways an author uses language and text characteristics to aid comprehension.

e09 Know how to decipher unfamiliar words using such strategies as context cues, word structure analysis, letter sound relationships, and word histories.

e30 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.

e49 Read for main idea first and then read for detail.

**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.

**Performance Task# 06.03 Identify the safety measures required for operating audiovisual equipment.**

**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 1.4.3 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.

e30 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 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>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.

**Performance Task# 06.04 Obtain, operate, and return audiovisual equipment according to equipment specifications and school/classroom protocols.**

<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>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.
<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>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.

**Outcome # 07.0 DEMONSTRATE THE METHODS FOR ADMINISTERING AND GRADING TESTS--THE STUDENT WILL BE ABLE TO:**

**Performance Task# 07.01 Assist in the administration of standardized and other tests.**

**SSS Strand: Listening, Viewing and Speaking**

**Essential Work Skills**

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.
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**Outcome # 08.0 SUPERVISE THE SAFETY AND HEALTH OF STUDENTS--THE STUDENT WILL BE ABLE TO:**

**Performance Task# 08.01 Identify issues of liability concerning the safety, health, and welfare of students.**

**SSS Strand: Reading**

**Essential Work Skills**

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.
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LA.A 2.4.7 H	Analyzes the validity and reliability of primary source information and use the information appropriately.	e03	Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report.
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LA.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.
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**Outcome # 09.0 IDENTIFY AND REPORT CHILD ABUSE AND DRUG ABUSE--THE STUDENT WILL BE ABLE TO:**

**Performance Task# 09.01 Identify the types, signs, symptoms, and prevalence of child abuse and the possible effects of abuse on student performance.**

**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.
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e80	Understand ways an author uses language and text characteristics to aid comprehension.
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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.
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e53	Apply personal or objective criteria for evaluating informational, persuasive and literary materials.
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<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>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 2.4.4 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.

**Performance Task# 09.02 Explain the state laws governing the identification and reporting of child abuse.**

<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>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>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>e53</b>	Apply personal or objective criteria for evaluating informational, persuasive and literary materials.
		<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 2.4.4 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.

**Performance Task# 09.03 Identify the types, signs, symptoms, and prevalence of alcohol and other drug abuse and the possible effects of alcohol and other drug abuse on student performance.**

<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>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>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.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>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>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.

**Performance Task# 09.04 Follow school protocol for providing information and referral for alcohol and other drug abuse.**

<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>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>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 2.4.4</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.

**Outcome # 10.0 SUPPORT THE LEARNING ACTIVITIES OF STUDENTS--THE STUDENT WILL BE ABLE TO:**

**Performance Task# 10.01 List the developmental stages of children and explain their relationship to learning.**

<b>SSS Strand: Reading</b>		<b>Essential Work Skills</b>	
<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 2.4.5</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>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.

**Performance Task# 10.02 Demonstrate an effective use of the chalkboard in supporting learning activities.**

<b>SSS Strand: Reading</b>		<b>Essential Work Skills</b>	
<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 2.4.5</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>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.

**Performance Task# 10.03 Write and follow a lesson plan.**

SSS Strand: Reading		Essential Work Skills
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 2.4.5	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.
LA.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.

**Outcome # 11.0 ESTABLISH AND MAINTAIN APPROPRIATE STUDENT BEHAVIORS--  
THE STUDENT WILL BE ABLE TO:**

**Performance Task# 11.01 Identify appropriate and inappropriate behaviors.**

SSS Strand: Reading		Essential Work Skills
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 2.4.5	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.
LA.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.

**Performance Task# 11.02 Identify techniques (including attention, praise, and other positive approaches) for motivating and reinforcing the appropriate behavior of individuals and groups.**

SSS Strand: Reading		Essential Work Skills
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 2.4.5	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.
LA.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.

**Performance Task# 11.03 Identify techniques for reducing or eliminating inappropriate behaviors.**

SSS Strand: Reading		Essential Work Skills
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 2.4.5	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.
LA.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.

**Performance Task# 11.04 Describe the effects of school rules, regulations, and procedures on student behaviors.**

SSS Strand: Reading		Essential Work Skills
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 2.4.5	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.
LA.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.

**Performance Task# 11.05 Develop and implement a classroom-management plan.**

SSS Strand: Reading		Essential Work Skills
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 2.4.5	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.
LA.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.

**Outcome # 12.0 RECOGNIZE LEADERSHIP AND CAREER AND TECHNICAL STUDENT ORGANIZATION (CTSO) ACTIVITIES--THE STUDENT WILL BE ABLE TO:**

**Performance Task# 12.01 Describe the public service CTSOs, events, and activities available for students and schools.**

SSS Strand: Reading		Essential Work Skills
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<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 2.4.6</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>Performance Task# 12.02 Identify the leadership opportunities available through CTSO events, competitions, and activities.</b>				
<b>SSS Strand: Reading</b>			<b>Essential Work Skills</b>	
<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 2.4.6</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>Performance Task# 12.03 Identify the benefits and awards provided through participation in CTSO activities.</b>				
<b>SSS Strand: Reading</b>			<b>Essential Work Skills</b>	
<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 2.4.6</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.

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

**53**

**- End of File -**