

Attachment Two:

- M/J World Geography & Career Planning 2103016
- M/J World Geography, Advanced & Career Planning 2103026
- M/J United States History & Career Planning TBA
- M/J United States History, Advanced & Career Planning TBA
- M/J Civics & Career Planning 2106016
- M/J Civics Advanced & Career Planning 2106026
- M/J Striking with the Body & Career Planning 1501035
- M/J Throwing and Catching & Career Planning 1501025
- M/J Comprehensive Physical Education 2 & Career Planning TBA
- M/J Physical Fitness & Career Planning TBA

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8

Subject Area: Social Studies
Course Number: 2103016
Course Title: M/J World Geography and Career Planning
Course Length: 1 year*

*Note: The career competencies that have been added to this course can be taught in either semester of the year long course.

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop multicultural understanding and use geography concepts and skills to actively seek information and systematically apply decision-making processes to real-life situations.

The content should include, but not be limited to, the following:

- world political regions in terms of location, physical characteristics, population and culture, historical change, economic activity, and land use

This course shall integrate the Goal 3 Student Performance Standards of the Florida system of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

- B. Special Note.**

The course requirements for this course are consistent with M/J World Geography (2103010) with the addition of the following. The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.

*The information highlighted in blue is new to this course and allows districts to integrate the middle school Career Exploration and Decision Making course as required by Section 1003.4156, Florida Statutes.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate.

After successfully completing this course, the student will:

- 1. Use maps, globes, charts, graphs, and other tools of geography to gather and interpret data and to draw conclusions about physical and human patterns.**
 - SS.B.1.3.1 use various map forms (including thematic maps) and other geographic representations, tools, and technologies to acquire, process, and report geographic information including patterns of land use, connections between places, and patterns and processes of migration and diffusion.
 - SS.B.1.3.2 use mental maps to organize information about people, places, and environments.
 - SS.B.1.3.5 know ways in which the spatial organization of a society changes over time.

- 2. Locate and describe the physical and cultural features of political regions.**
 - SS.B.1.3.3 know the social, political, and economic divisions on Earth's surface.
 - SS.B.2.3.2 know the human and physical characteristics of different places in the world and how these characteristics change over time.

- 3. Demonstrate understanding of the relationships between physical and cultural environments.**
 - SS.A.2.3.4 understand the impact of geographical factors on the historical development of civilizations.
 - SS.B.1.3.6 understand ways in which regional systems are interconnected.
 - SS.B.2.3.5 understand the geographical factors that affect the cohesiveness and integration of countries.
 - SS.B.2.3.7 know how various human systems throughout the world have developed in response to conditions in the physical environment.
 - SS.B.2.3.9 understand how the interaction between physical and cultural systems affects current conditions on Earth.

- 4. Demonstrate understanding of the relationship between economic development and the use and conservation of natural resources.**
 - SS.B.2.3.3 understand how cultures differ in their use of similar environments and resources.
 - SS.B.2.3.6 understand the environmental consequences of people changing the physical environment in various world locations.
 - SS.B.2.3.8 know world patterns of resource distribution and utilization.

- 5. Analyze the interaction of humans and the physical environment as influenced by culture, technology, migration, and skills.**
- SS.A.3.3.3 know how physical and human geographic factors have influenced major historical events and movements.
 - SS.B.1.3.4 understand how factors such as culture and technology influence the perception of places and regions.
 - SS.B.1.3.7 understand the spatial aspects of communication and transportation systems.
 - SS.B.2.3.1 understand the patterns and processes of migration and diffusion throughout the world.
 - SS.B.2.3.4 understand how the landscape and society change as a consequence of shifting from a dispersed to a concentrated settlement form.
- 6. Apply research, study, critical thinking, and decision-making skills and demonstrate the use of new and emerging technology in problem-solving.**
- (**Note:** In this course, students will have opportunities to apply skills described in language arts and mathematics benchmarks that pertain to this requirement.)

Listed below are the competencies that must be met to satisfy the requirements of (Section 1003.4156, Florida Statutes):

Understanding the Workplace

- 01.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
- 02.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 03.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
- 04.0 Appraise how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

Self- Awareness

- 05.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
- 06.0 Identify five values that they consider important in making a career choice.
- 07.0 Identify skills needed for career choices and match to personal abilities.
- 08.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
- 09.0 Identify strengths and areas in which assistance is needed at school.

- 10.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

Exploring Careers

- 11.0 Demonstrate the ability to locate, understand, and use career information.
12.0 Use the Internet to access career and education planning information.
13.0 Identify skills that are transferable from one occupation to another.
14.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/ training requirements.
15.0 Explain the relationship between educational achievement and career success.

Goal Setting and Decision-Making

- 16.0 Identify and demonstrate use of steps to make career decisions.
17.0 Identify and demonstrate processes for making short and long term goals.

Workplace Skills

- 18.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.
19.0 Demonstrate skills to interact positively with others.
20.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.

Career and Education Planning

- 21.0 Identify secondary and postsecondary school courses and major areas of interest that meet tentative career plans.
22.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.
23.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.
24.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.
25.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.
26.0 Describe how extracurricular programs can be incorporated in career and education planning.
27.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.
28.0 Describe high school credits and explain how GPAs are calculated.

Job Search

- 29.0 Demonstrate skills to complete a job application.
- 30.0 Demonstrate skills essential for a job interview.

Florida Department of Education
COURSE DESCRIPTION - GRADES 6-8

Subject Area: Social Studies
Course Number: 2103026
Course Title: M/J World Geography, Advanced and Career Planning
Course Length: 1 year*

*Note: The career competencies that have been added to this course can be taught in either semester of this year long course.

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop multicultural understanding and use geography concepts and skills to actively seek information and systematically apply decision-making processes to real-life situations.

The content should include, but not be limited to, the following:

- world political regions in terms of location, physical characteristics, population and culture, historical change, economic activity, and land use

This course shall integrate the Goal 3 Student Performance Standards of the Florida system of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** The course requirements for this advanced course are consistent with M/J World Geography (2103010). The district shall develop a description of additional requirements to provide for in-depth or enriched study of the course requirements.

In addition, the career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.

*The information highlighted in blue is new to this course and allows districts to integrate the middle school Career Exploration and Decision Making course as required by Section 1003.4156, Florida Statutes.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by

other course requirements as appropriate.

After successfully completing this course, the student will:

1. Use maps, globes, charts, graphs, and other tools of geography to gather and interpret data and to draw conclusions about physical and human patterns.

SS.B.1.3.1 use various map forms (including thematic maps) and other geographic representations, tools, and technologies to acquire, process, and report geographic information including patterns of land use, connections between places, and patterns and processes of migration and diffusion.

SS.B.1.3.2 use mental maps to organize information about people, places, and environments.

SS.B.1.3.5 know ways in which the spatial organization of a society changes over time.

2. Locate and describe the physical and cultural features of political regions.

SS.B.1.3.3 know the social, political, and economic divisions on Earth's surface.

SS.B.2.3.2 know the human and physical characteristics of different places in the world and how these characteristics change over time.

3. Demonstrate understanding of the relationships between physical and cultural environments.

SS.A.2.3.4 understand the impact of geographical factors on the historical development of civilizations.

SS.B.1.3.6 understand ways in which regional systems are interconnected.

SS.B.2.3.5 understand the geographical factors that affect the cohesiveness and integration of countries.

SS.B.2.3.7 know how various human systems throughout the world have developed in response to conditions in the physical environment.

SS.B.2.3.9 understand how the interaction between physical and human systems affects current conditions on Earth.

4. Demonstrate understanding of the relationship between economic development and the use and conservation of natural resources.

SS.B.2.3.3 understand how cultures differ in their use of similar environments and resources.

SS.B.2.3.6 understand the environmental consequences of people changing the physical environment in various world locations.

SS.B.2.3.8 know world patterns of resource distribution and utilization.

5. Analyze the interaction of humans and the physical environment as influenced by culture, technology, migration, and skills.

- SS.A.3.3.3 know how physical and human geographic factors have influenced major historical events and movements.
- SS.B.1.3.4 understand how factors such as culture and technology influence the perception of places and regions.
- SS.B.1.3.7 understand the spatial aspects of communication and transportation systems.
- SS.B.2.3.1 understand the patterns and processes of migration and diffusion throughout the world.
- SS.B.2.3.4 understand how the landscape and society change as a consequence of shifting from a dispersed to a concentrated settlement form.

6. Apply research, study, critical thinking, and decision-making skills and demonstrate the use of new and emerging technology in problem-solving.

(**Note:** In this course, students will have opportunities to apply skills described in language arts and mathematics benchmarks that pertain to this requirement.)

Listed below are the competencies that must be met to satisfy the requirements of (Section 1003.4156, Florida Statutes):

Understanding the Workplace

- 01.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
- 02.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 05.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
- 06.0 Appraise how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

Self- Awareness

- 05.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
- 06.0 Identify five values that they consider important in making a career choice.
- 07.0 Identify skills needed for career choices and match to personal abilities.
- 08.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.

- 09.0 Identify strengths and areas in which assistance is needed at school.
- 10.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

Exploring Careers

- 29.0 Demonstrate the ability to locate, understand, and use career information.
- 30.0 Use the Internet to access career and education planning information.
- 31.0 Identify skills that are transferable from one occupation to another.
- 32.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/ training requirements.
- 33.0 Explain the relationship between educational achievement and career success.

Goal Setting and Decision-Making

- 34.0 Identify and demonstrate use of steps to make career decisions.
- 35.0 Identify and demonstrate processes for making short and long term goals.

Workplace Skills

- 36.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.
- 37.0 Demonstrate skills to interact positively with others.
- 38.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.

Career and Education Planning

- 39.0 Identify secondary and postsecondary school courses and major areas of interest that meet tentative career plans.
- 40.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.
- 41.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.
- 42.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.
- 43.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.
- 44.0 Describe how extracurricular programs can be incorporated in career and education planning.
- 45.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.
- 46.0 Describe high school credits and explain how GPAs are calculated.

Job Search

- 31.0 Demonstrate skills to complete a job application.
- 32.0 Demonstrate skills essential for a job interview.

Florida Department of Education
COURSE DESCRIPTION - GRADES 6-8

Subject Area: Social Studies
Course Number:
Course Title: M/J United States History and Career Planning
Course Length One Year*

*Note: The career competencies that have been added to this course can be taught in either semester of this year long course.

- A. Major Concepts/Content.** The purpose of this course is to enable students to understand the development of the United States within the context of history by examining connections to the past to prepare for the future as participating members of a democratic society. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, social, and employment settings.

The content should include, but not be limited to, the following:

- political, economic, technological, and social development of the United States from the Exploration Period through Reconstruction, with special emphasis on Florida's role
- time-space relationships
- impact of expansion on the development of America
- political, social, and economic conflicts and compromise
- influence of diverse groups on cultural development of the United States
- key concepts of the U.S. Constitution and other historical documents

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

- B. Special Note.**

The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.

*The information highlighted in blue is new to this course and allows districts to integrate the middle school Career Exploration and Decision Making course as required by Section 1003.4156, Florida Statutes.

Inclusion of course requirements 4, 8, and 9 during a semester of this year-long course could allow this course to fulfill the requirement for the study of state and federal government and civics education.

Inclusion of course requirements 1-3, 6, and 8-10 could allow this course to fulfill a district's requirements for Florida History if approved by the school board.

Districts that require M/J Florida History (2100030) as a separate course do not need to include an emphasis on Florida in course requirements 1-3 and 6.

Course requirements do not preclude coverage of the period from Reconstruction to the present.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate.

After successfully completing this course, the student will:

- 1. Demonstrate understanding of the impact of significant people, ideas, and events on the development of values, traditions, and social, economic, and political institutions in the United States.**

SS.A.4.3.3 understand the impact of significant people and ideas on the development of values and traditions in the United States prior to 1880.

- 2. Demonstrate understanding of the significance of physical and cultural geography on the development of the United States and Florida.**

SS.A.4.3.2 know the role of physical and cultural geography in shaping events in the United States (e.g., environmental and climatic influences on settlement of the colonies, the American Revolution, and the Civil War).

SS.A.5.3.1 understand the role of physical and cultural geography in shaping events in the United States since 1880 (e.g., Western settlement, immigration patterns, and urbanization).

SS.A.6.3.2 know the unique geographic and demographic characteristics that define Florida as a region.

SS.A.6.3.3 know how the environment of Florida has been modified by the values, traditions, and actions of various groups who have inhabited the state.

- SS.A.6.3.4 understand how the interactions of societies and cultures have influenced Florida's history.
- SS.A.6.3.5 understand how Florida has allocated and used resources and the consequences of those economic decisions.
- SS.B.1.3.4 understand how factors such as culture and technology influence the perception of places and regions.
- SS.B.2.3.4 understand how the landscape and society change as a consequence of shifting from a dispersed to a contracted settlement form.

3. Demonstrate understanding of current and historic events in relation to the experiences, contributions, and perspectives of diverse cultural and ethnic groups in the United States and Florida, including slavery, the passage of slaves to America, abolition, and the contributions of African Americans to society.

- SS.A.4.3.4 understand how state and federal policy influenced various Native American tribes (e.g., the Cherokee and Choctaw removals, the loss of Native American homelands, the Black Hawk War, and removal policies in the Old Northwest).
- SS.A.6.3.1 understand how immigration and settlement patterns have shaped the history of Florida.
- SS.B.2.3.3 understand how cultures differ in their use of similar environments and resources.

4. Demonstrate understanding of the impact of values and ideals reflected in United States historical documents and symbols on United States society.

- SS.C.1.3.1 know the essential ideas of American constitutional government that are expressed in the Declaration of Independence, the Constitution, the Federalist Papers, and other writings.

5. Demonstrate understanding of the processes used to create and interpret history.

- SS.A.1.3.1 understand how patterns, chronology, sequencing (including cause and effect), and the identification of historical periods are influenced by frames of reference.
- SS.A.1.3.2 know the relative value of primary and secondary sources and use this information to draw conclusions from historical sources such as data in charts, tables, graphs.
- SS.A.1.3.3 know how to impose temporal structure on historical narratives.

6. Demonstrate understanding of the interactions among science, technology, and society within historical contexts of the United States.

- SS.A.4.3.1 know the factors involved in the development of cities and

industries (e.g., religious needs, the need for military protection, the need for a marketplace, changing spatial patterns, and geographical factors for location such as transportation and food supply).

7. Demonstrate understanding of the basic concepts of the free-enterprise system as practiced in the United States.

SS.D.2.3.1 understand how production and distribution decisions are determined in the United States economy and how these decisions compare to those made in market, tradition-based, command, and mixed economic systems.

SS.D.2.3.2 understand that relative prices and how they affect people's decisions are the means by which a market system provides answers to the three basic economic questions: What goods and services will be produced? How will they be produced? Who will buy them?

(**Note:** The settlement of Jamestown and westward expansion are examples of content that may be included in this course.)

SS.D.2.3.3 know the various kinds of specialized institutions that exist in market economies (e.g., corporations, labor unions, banks, and the stock market).

(**Note:** Joint stock companies and the National Bank are examples of content that may be included in this course.)

8. Demonstrate understanding of the rights, liberties, and obligations of citizenship in various periods of United States history.

SS.C.2.3.1 understand the history of the rights, liberties, and obligations of citizenship in the United States.

SS.C.2.3.2 understand that citizenship is legally recognized full membership in a self-governing community that confers equal rights under the law; is not dependent on inherited, involuntary groupings; and confers certain rights and privileges (e.g., the right to vote, to hold public office, and to serve on juries).

SS.C.2.3.3 understand the argument that all rights have limits and know the criteria commonly used in determining when and why limits should be placed on rights (e.g., whether a "clear and present danger" exists or whether national security is at risk).

SS.C.2.3.4 understand what constitutes personal, political, and economic rights and the major documentary sources of these rights.

SS.C.2.3.5 understand how he or she can contact his or her representatives and why it is important to do so and know which level of government to contact to express his or her

- opinions or to get help on a specific problem.
- SS.C.2.3.6 understand the importance of participation in community service, civic improvement, and political activities.

9. Demonstrate understanding of the political development of the United States.

- SS.C.1.3.2 understand major ideas about why government is necessary and the purposes government should serve.
- SS.C.1.3.3 understand how the legislative, executive, and judicial branches share power and responsibilities (e.g., each branch has varying degrees of legislative, executive, and judicial powers and responsibilities).
- SS.C.1.3.4 know the major parts of the federal system including the national government, state governments, and other governmental units (e.g., District of Columbia, American tribal governments, and the Virgin Islands).
- SS.C.1.3.5 know the major responsibilities of his or her state and local governments and understand the organization of his or her state and local governments.
- SS.C.1.3.6 understand the importance of the rule of law in establishing limits on both those who govern and the governed, protecting individual rights, and promoting the common good.

10. Apply research, study, critical-thinking, and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

- SS.B.1.3.1 use various map forms (including thematic maps) and other geographic representations, tools, and technologies to acquire, process, and report geographic information including patterns of land use, connections between places, and patterns and processes of migration and diffusion.
- (**Note:** In this course, students will have opportunities to apply skills described in language arts and mathematics benchmarks that pertain to this requirement.)

Listed below are the competencies that must be met to satisfy the requirements of (Section 1003.4156, Florida Statutes):

Understanding the Workplace

- 1.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
- 2.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 3.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.

- 4.0 Appraise how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

Self- Awareness

- 5.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
- 6.0 Identify five values that they consider important in making a career choice.
- 7.0 Identify skills needed for career choices and match to personal abilities.
- 8.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
- 9.0 Identify strengths and areas in which assistance is needed at school.
- 10.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

Exploring Careers

- 47.0 Demonstrate the ability to locate, understand, and use career information.
- 48.0 Use the Internet to access career and education planning information.
- 49.0 Identify skills that are transferable from one occupation to another.
- 50.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/ training requirements.
- 51.0 Explain the relationship between educational achievement and career success.

Goal Setting and Decision-Making

- 52.0 Identify and demonstrate use of steps to make career decisions.
- 53.0 Identify and demonstrate processes for making short and long term goals.

Workplace Skills

- 54.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.
- 55.0 Demonstrate skills to interact positively with others.
- 56.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.

Career and Education Planning

- 57.0 Identify secondary and postsecondary school courses and major areas of interest that meet tentative career plans.
- 58.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.
- 59.0 Demonstrate knowledge of varied types and sources of financial aid to obtain

- assistance for postsecondary education.
- 60.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.
- 61.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.
- 62.0 Describe how extracurricular programs can be incorporated in career and education planning.
- 63.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.
- 64.0 Describe high school credits and explain how GPAs are calculated.

Job Search

- 33.0 Demonstrate skills to complete a job application.
- 34.0 Demonstrate skills essential for a job interview.

Florida Department of Education
COURSE DESCRIPTION - GRADES 6-8

Subject Area: Social Studies
Course Number:
Course Title: M/J United States History, Advanced & Career Planning
Course Length: 1 year

- A. Major Concepts/Content.** The purpose of this course is to enable students to understand the development of the United States within the context of history by examining connections to the past to prepare for the future as participating members of a democratic society. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, social, and employment settings.

The content should include, but not be limited to, the following:

- political, economic, technological, and social development of the United States from the Exploration Period through Reconstruction, with special emphasis on Florida's role
- time-space relationships
- impact of expansion on the development of America
- political, social, and economic conflicts and compromise
- influence of diverse groups on cultural development of the United States
- key concepts of the U.S. Constitution and other historical documents

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

B. Special Note.

[The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.](#)

*The information highlighted in blue is new to this course and allows districts to integrate the middle school Career Exploration and Decision Making course as required by Section 1003.4156, Florida Statutes.

The course requirements for this advanced course are consistent with M/J United States History (2100010), however the career and education planning course requirements have been added. The district shall develop a description of additional requirements to provide for in-depth or enriched study of the course requirements.

Inclusion of course requirements 4, 8, and 9 during a semester of this year-long course could allow this course to fulfill the requirement for the study of state and federal government and civics education.

Inclusion of course requirements 1-3, 6, and 8-10 could allow this course to fulfill a district's requirements for Florida History ~~and Civics~~ if approved by the school board. Districts that require M/J Florida History (2100030) as a separate course do not need to include the emphasis on Florida in course requirements 1-3 and 6.

Course requirements do not preclude coverage of the period from Reconstruction to the present.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate.

After successfully completing this course, the student will:

- 1. Demonstrate understanding of the impact of significant people, ideas, and events on the development of values, traditions, and social, economic, and political institutions in the United States.**
 - SS.A.4.3.3 understand the impact of significant people and ideas on the development of values and traditions in the United States prior to 1880.

- 2. Demonstrate understanding of the significance of physical and cultural geography on the development of the United States and Florida.**
 - SS.A.4.3.2 know the role of physical and cultural geography in shaping events in the United States (e.g., environmental and climatic influences on settlement of the colonies, the American Revolution, and the Civil War).
 - SS.A.5.3.1 understand the role of physical and cultural geography in shaping events in the United States since 1880 (e.g., Western settlement, immigration patterns, and urbanization).
 - SS.A.6.3.2 know the unique geographic and demographic characteristics that define Florida as a region.
 - SS.A.6.3.3 know how the environment of Florida has been modified by the values, traditions, and actions of various groups who have inhabited the state.

- SS.A.6.3.4 understand how the interactions of societies and cultures have influenced Florida’s history.
- SS.A.6.3.5 understand how Florida has allocated and used resources and the consequences of those economic decisions.
- SS.B.1.3.4 understand how factors such as culture and technology influence the perception of places and regions.
- SS.B.2.3.4 understand how the landscape and society change as a consequence of shifting from a dispersed to a concentrated settlement form.

3. Demonstrate understanding of current and historic events in relation to the experiences, contributions, and perspectives of diverse cultural and ethnic groups in the United States and Florida, including slavery, the passage of slaves to America, abolition, and the contributions of African Americans to society.

- SS.A.4.3.4 understand how state and federal policy influenced various Native American tribes (e.g., the Cherokee and Choctaw removals, the loss of Native American homelands, the Black Hawk War, and removal policies in the Old Northwest).
- SS.A.6.3.1 understand how immigration and settlement patterns have shaped the history of Florida.
- SS.B.2.3.3 understand how cultures differ in their use of similar

4. Demonstrate understanding of the impact of values and ideals reflected in United States historical documents and symbols on United States society.

- SS.C.1.3.1 know the essential ideas of American constitutional government that are expressed in the Declaration of Independence, the Constitution, the Federalist Papers, and other writings.

5. Demonstrate understanding of the processes used to create and interpret history.

- SS.A.1.3.1 understand how patterns, chronology, sequencing (including cause and effect), and the identification of historical periods are influenced by frames of reference.
- SS.A.1.3.2 know the relative value of primary and secondary sources and use this information to draw conclusions from historical sources such as data in charts, tables, graphs.
- SS.A.1.3.3 know how to impose temporal structure on historical narratives.

6. Demonstrate understanding of the interactions among science, technology, and society within historical contexts of the United States.

- SS.A.4.3.1 know the factors involved in the development of cities

and industries (e.g., religious needs, the need for military protection, the need for a marketplace, changing spatial patterns, and geographical factors for location such as transportation and food supply).

7. Demonstrate understanding of the basic concepts of the free-enterprise system as practiced in the United States.

- SS.D.2.3.1 understand how production and distribution decisions are determined in the United States economy and how these decisions compare to those made in market, tradition-based, command, and mixed economic systems.
- SS.D.2.3.2 understand that relative prices and how they affect people's decisions are the means by which a market system provides answers to the three basic economic questions: What goods and services will be produced? How will they be produced? Who will buy them?
(**Note:** The settlement of Jamestown and westward expansion are examples of content that may be included in this course.)
- SS.D.2.3.3 know the various kinds of specialized institutions that exist in market economies (e.g., corporations, labor unions, banks, and the stock market).
(**Note:** Joint stock companies and the National Bank are examples of content that may be included in this course.)

8. Demonstrate understanding of the rights, liberties, and obligations of citizenship in various periods of United States history.

- SS.C.2.3.1 understand the history of the rights, liberties, and obligations of citizenship in the United States.
- SS.C.2.3.2 understand that citizenship is legally recognized full membership in a self-governing community that confers equal rights under the law; is not dependent on inherited, involuntary groupings; and confers certain rights and privileges (e.g., the right to vote, to hold public office, and to serve on juries).
- SS.C.2.3.3 understand the argument that all rights have limits and know the criteria commonly used in determining when and why limits should be placed on rights (e.g., whether a "clear and present danger" exists or whether national security is at risk).
- SS.C.2.3.4 understand what constitutes personal, political, and economic rights and the major documentary sources of these rights.
- SS.C.2.3.5 understand how he or she can contact his or her

representatives and why it is important to do so and know which level of government to contact to express his or her opinions or to get help on a specific problem.

SS.C.2.3.6 understand the importance of participation in community service, civic improvement, and political activities.

9. Demonstrate understanding of the political development of the United States.

SS.C.1.3.2 understand major ideas about why government is necessary and the purposes government should serve.

SS.C.1.3.3 understand how the legislative, executive, and judicial branches share power and responsibilities (e.g., each branch has varying degrees of legislative, executive, and judicial powers and responsibilities).

SS.C.1.3.4 know the major parts of the federal system including the national government, state governments, and other governmental units (e.g., District of Columbia, American tribal governments, and the Virgin Islands).

SS.C.1.3.5 know the major responsibilities of his or her state and local governments and understand the organization of his or her state and local governments.

SS.C.1.3.6 understand the importance of the rule of law in establishing limits on both those who govern and the governed, protecting individual rights, and promoting the common good.

10. Apply research, study, critical-thinking, and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

SS.B.1.3.1 use various map forms (including thematic maps) and other geographic representations, tools, and technologies to acquire, process, and report geographic information including patterns of land use, connections between places, and patterns and processes of migration and diffusion.

(**Note:** In this course, students will have opportunities to apply skills described in language arts and mathematics benchmarks that pertain to this requirement.)

Listed below are the competencies that must be met to satisfy the requirements of (Section 1003.4156, Florida Statutes):

Understanding the Workplace

01.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.

02.0 Describe the influences that societal, economic, and technological changes have on

- employment trends and future training.
- 07.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
- 08.0 Appraise how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

Self- Awareness

- 05.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
- 06.0 Identify five values that they consider important in making a career choice.
- 07.0 Identify skills needed for career choices and match to personal abilities.
- 08.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
- 09.0 Identify strengths and areas in which assistance is needed at school.
- 10.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

Exploring Careers

- 65.0 Demonstrate the ability to locate, understand, and use career information.
- 66.0 Use the Internet to access career and education planning information.
- 67.0 Identify skills that are transferable from one occupation to another.
- 68.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/ training requirements.
- 69.0 Explain the relationship between educational achievement and career success.

Goal Setting and Decision-Making

- 70.0 Identify and demonstrate use of steps to make career decisions.
- 71.0 Identify and demonstrate processes for making short and long term goals.

Workplace Skills

- 72.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.
- 73.0 Demonstrate skills to interact positively with others.
- 74.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.

Career and Education Planning

- 75.0 Identify secondary and postsecondary school courses and major areas of interest that meet tentative career plans.
- 76.0 Identify advantages and disadvantages of entering various secondary and

- postsecondary programs for the attainment of career goals.
- 77.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.
- 78.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.
- 79.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.
- 80.0 Describe how extracurricular programs can be incorporated in career and education planning.
- 81.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.
- 82.0 Describe high school credits and explain how GPAs are calculated.

Job Search

- 35.0 Demonstrate skills to complete a job application.
- 36.0 Demonstrate skills essential for a job interview.

Florida Department of Education
COURSE DESCRIPTION - GRADES 6-8

Subject Area: Social Studies
Course Number: 2106016
Course Title: M/J Civics and Career Planning
Course Length: 1 Year

A. Major Concepts/Content. The purpose of this course is to enable students to develop the knowledge and skills necessary for active participation in a democratic society. Students will become informed citizens in regard to their local, state, and federal government.

The content should include, but not be limited to, the following:

- United States constitutional government
- development, structures, and functions of local, state, and national governments within constitutional and economic frameworks
- contemporary social issues
- role of the individual in a democratic system
- foundations of the American political, social, and economic systems and institutions
- history and contemporary problems of Florida
- rights, responsibilities, and obligations of citizens

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

B. Special Note. Inclusion of course requirements 2, 3, 5, 6, and 8 could allow this course to fulfill a district's requirements for Florida History and Civics if approved by the school board.

[The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.](#)

[*The information highlighted in blue is new to this course and allows districts to integrate the middle school Career Exploration and Decision Making course as required by Section 1003.4156, Florida Statutes.](#)

Districts that require M/J Florida History (2100030) as a separate course do not need to include the emphasis on Florida in requirements 2, 3, 5, 6, and 8.

Requirements 1-3 and 8 must be met for a semester course [in addition to the career and education planning competencies, 1-30.](#)

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate.

After successfully completing this course, the student will:

1. **Demonstrate understanding of the legal, political, economic, and social systems and traditions of the United States.**
 - SS.A.4.3.3 understand the impact of significant people and ideas on the development of values and traditions in the United States prior to 1880.
 - SS.C.1.3.6 understand the importance of the rule of law in establishing limits on both those who govern and the governed, protecting individual rights, and promoting the common good.
 - SS.D.2.3.1 understand how production and distribution decisions are determined in the United States economy and how these decisions compare to those made in market, tradition-based, command, and mixed economic systems.
 - SS.D.2.3.3 know the various kinds of specialized institutions that exist in market economies (e.g., corporations, labor unions, banks, and the stock market).
2. **Demonstrate understanding of how major ideas and events have influenced the development of local, state, and federal governments.**
 - SS.A.5.3.2 understand ways that significant individuals and events influenced economic, social, and political systems in the United States after 1880.
 - SS.A.5.3.3 know the causes and consequences of urbanization that occurred in the United States after 1880 (e.g., causes such as industrialization; consequences such as poor living conditions in cities and employment conditions).
 - SS.C.1.3.1 know the essential ideas of American constitutional government that are expressed in the Declaration of Independence, the Constitution, the Federalist Papers, and other writings.
 - SS.C.1.3.2 understand major ideas about why government is necessary and the purposes government should serve.

- 3. Identify the structures and functions of local, state, and federal governments under the frameworks of the Constitution of Florida and the Constitution of the United States.**
- SS.C.1.3.1 know the essential ideas of American constitutional government that are expressed in the Declaration of Independence, the Constitution, the Federalist Papers, and other writings.
 - SS.C.1.3.3 understand how the legislative, executive, and judicial branches share power and responsibilities (e.g., each branch has varying degrees of legislative, executive, and judicial powers and responsibilities).
 - SS.C.1.3.4 know the major parts of the federal system including the national government, state governments, and other governmental units (e.g., District of Columbia, American tribal governments, and the Virgin Islands).
 - SS.C.1.3.5 know the major responsibilities of his or her state and local governments and understand the organization of his or her state and local governments.
- 4. Demonstrate understanding of the duties, rights, and responsibilities of a citizen within our society.**
- SS.C.2.3.1 understand the history of the rights, liberties, and obligations of citizenship in the United States.
 - SS.C.2.3.2 understand that citizenship is legally recognized full membership in a self-governing community that confers equal rights under the law; is not dependent on inherited, involuntary groupings; and confers certain rights and privileges (e.g., the right to vote, to hold public office, and to serve on juries).
 - SS.C.2.3.3 understand the argument that all rights have limits and know the criteria commonly used in determining when and why limits should be placed on rights (e.g., whether a “clear and present danger” exists or whether national security is at risk).
 - SS.C.2.3.4 understand what constitutes personal, political, and economic rights and the major documentary sources of these rights.
 - SS.D.1.3.3 understand the variety of factors necessary to consider when making wise consumer decisions.
- 5. Demonstrate understanding of the importance of participation in community service and political activities.**
- SS.C.2.3.5 understand how he or she can contact his or her representatives and why it is important to do so and know which level of government to contact to express his or her opinions or to get help on a specific problem.

SS.C.2.3.6 understand the importance of participation in community service, civic improvement, and political activities.

6. Demonstrate understanding of contemporary social issues that affect our political, economic, and social systems.

SS.B.1.3.4 understand how factors such as culture and technology influence the perception of places and regions.

SS.B.2.3.6 understand the environmental consequences of people changing the physical environment in various world locations.

SS.B.2.3.9 understand how the interaction between physical and cultural systems affects current conditions on Earth.

SS.C.2.3.7 understand current issues involving rights that affect local, national, or international political, social, and economic systems.

SS.D.1.3.1 know the options and resources that are available for consumer protection.

SS.D.1.3.2 understand the advantages and disadvantages of various kinds of credit (e.g., credit cards, bank loans, or financing with no payment for 6 months).

7. Evaluate the roles and contributions of women and diverse cultural groups in the political process.

SS.A.5.3.2 understand ways that significant individuals and events influenced economic, social, and political systems in the United States after 1880.

8. Demonstrate understanding of the impact of significant people, ideas, and events on the development of values, traditions, and social, economic, and political institutions in Florida.

SS.A.6.3.1 understand how immigration and settlement patterns have shaped the history of Florida.

SS.A.6.3.2 know the unique geographic and demographic characteristics that define Florida as a region.

SS.A.6.3.3 know how the environment of Florida has been modified by the values, traditions, and actions of various groups who have inhabited the state.

SS.A.6.3.4 understand how the interactions of societies and cultures have influenced Florida's history.

SS.A.6.3.5 understand how Florida has allocated and used resources and the consequences of those economic decisions.

9. **Apply research, study, critical-thinking, and decision-making skills and demonstrate the use of new and emerging technology in problem solving.** (Note: In this course, students will have opportunities to apply skills described in language arts and mathematics benchmarks that pertain to this requirement.)

Listed below are the competencies that must be met to satisfy the requirements of (Section 1003.4156, Florida Statutes):

Understanding the Workplace

- 1.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
- 2.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 3.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
- 4.0 Appraise how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

Self- Awareness

- 5.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
- 6.0 Identify five values that they consider important in making a career choice.
- 7.0 Identify skills needed for career choices and match to personal abilities.
- 8.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
- 9.0 Identify strengths and areas in which assistance is needed at school.
- 10.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

Exploring Careers

- 11.0 Demonstrate the ability to locate, understand, and use career information.
- 12.0 Use the Internet to access career and education planning information.
- 13.0 Identify skills that are transferable from one occupation to another.
- 14.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/ training requirements.
- 15.0 Explain the relationship between educational achievement and career success.

Goal Setting and Decision-Making

- 16.0 Identify and demonstrate use of steps to make career decisions.
- 17.0 Identify and demonstrate processes for making short and long term goals.

Workplace Skills

- 18.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.
- 19.0 Demonstrate skills to interact positively with others.
- 20.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.

Career and Education Planning

- 21.0 Identify secondary and postsecondary school courses and major areas of interest that meet tentative career plans.
- 22.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.
- 23.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.
- 24.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.
- 25.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.
- 26.0 Describe how extracurricular programs can be incorporated in career and education planning.
- 27.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.
- 28.0 Describe high school credits and explain how GPAs are calculated.

Job Search

- 29.0 Demonstrate skills to complete a job application.
- 30.0 Demonstrate skills essential for a job interview.

Florida Department of Education
COURSE DESCRIPTION - GRADES 6-8

Subject Area: Social Studies
Course Number: 2106026
Course Title: M/J Civics, Advanced & Career Planning
Course Length: 1 year

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop the knowledge and skills necessary for active participation in a democratic society. Students will become informed citizens in regard to their local, state, and federal government.

The content should include, but not be limited to, the following:

- United States constitutional government
- development, structures, and functions of local, state, and national governments within constitutional and economic frameworks
- contemporary social issues -role of the individual in a democratic system
- foundations of the American political, social, and economic systems and institutions
- history and contemporary problems of Florida-rights, responsibilities, and obligations of citizens

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.**

[The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.](#)

*The information highlighted in blue is new to this course and allows districts to integrate the middle school Career Exploration and Decision Making course as required by Section 1003.4156, Florida Statutes.

The course requirements for this advanced course are consistent with M/J Civics (2106010). The district shall develop a description of additional requirements to provide for in-depth or enriched study of the course requirements.

Inclusion of course requirements 2, 3, 5, 6, and 8 could allow this course to fulfill a district's requirements for Florida History and Civics if approved by the school board.

Districts that require M/J Florida History (2100030) as a separate course do not need to include the emphasis on Florida in requirements 2, 3, 5, 6, and 8.

Requirements 1-3 and 8 [plus the 1-30 career and education planning competencies must be met for a semester course.](#)

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate.

After successfully completing this course, the student will:

- 1. Demonstrate understanding of the legal, political, economic, and social systems and traditions of the United States.**
 - SS.A.4.3.3 understand the impact of significant people and ideas on the development of values and traditions in the United States prior to 1880.
 - SS.C.1.3.6 understand the importance of the rule of law in establishing limits on both those who govern and the governed, protecting individual rights, and promoting the common good.
 - SS.D.2.3.1 understand how production and distribution decisions are determined in the United States economy and how these decisions compare to those made in market, tradition-based, command, and mixed economic systems.
 - SS.D.2.3.3 know the various kinds of specialized institutions that exist in market economies (e.g., corporations, labor unions, banks, and the stock market).

- 2. Demonstrate understanding of how major ideas and events have influenced the development of local, state, and federal governments.**
 - SS.A.5.3.2 understand ways that significant individuals and events influenced economic, social, and political systems in the United States after 1880.
 - SS.A.5.3.3 know the causes and consequences of urbanization that occurred in the United States after 1880 (e.g., causes such as

industrialization; consequences such as poor living conditions in cities and employment conditions).

SS.C.1.3.1 know the essential ideas of American constitutional government that are expressed in the Declaration of Independence, the Constitution, the Federalist Papers, and other writings.

SS.C.1.3.2 understand major ideas about why government is necessary and the purposes government should serve.

3. Identify the structures and functions of local, state, and federal governments under the frameworks of the Constitution of Florida and the Constitution of the United States.

SS.C.1.3.1 know the essential ideas of American constitutional government that are expressed in the Declaration of Independence, the Constitution, the Federalist Papers, and other writings.

SS.C.1.3.3 understand how the legislative, executive, and judicial branches share power and responsibilities (e.g., each branch has varying degrees of legislative, executive, and judicial powers and responsibilities).

SS.C.1.3.4 know the major parts of the federal system including the national government, state governments, and other governmental units (e.g., District of Columbia, American tribal governments, and the Virgin Islands).

SS.C.1.3.5 know the major responsibilities of his or her state and local governments and understand the organization of his or her state and local governments.

4. Demonstrate understanding of the duties, rights, and responsibilities of a citizen within our society.

SS.C.2.3.1 understand the history of the rights, liberties, and obligations of citizenship in the United States.

SS.C.2.3.2 understand that citizenship is legally recognized full membership in a self-governing community that confers equal rights under the law; is not dependent on inherited, involuntary groupings; and confers certain rights and privileges (e.g., the right to vote, to hold public office, and to serve on juries).

SS.C.2.3.3 understand the argument that all rights have limits and know the criteria commonly used in determining when and why limits should be placed on rights (e.g., whether a “clear and present danger” exists or whether national security is at risk).

SS.C.2.3.4 understand what constitutes personal, political, and economic

rights and the major documentary sources of these rights.
SS.D.1.3.3 understand the variety of factors necessary to consider when making wise consumer decisions.

5. Demonstrate understanding of the importance of participation in community service and political activities.

SS.C.2.3.5 understand how he or she can contact his or her representatives and why it is important to do so and know which level of government to contact to express his or her opinions or to get help on a specific problem.

SS.C.2.3.6 understand the importance of participation in community service, civic improvement, and political activities.

6. Demonstrate understanding of contemporary social issues that affect our political, economic, and social systems.

SS.B.1.3.4 understand how factors such as culture and technology influence the perception of places and regions.

SS.B.2.3.6 understand the environmental consequences of people changing the physical environment in various world locations.

SS.B.2.3.9 understand how the interaction between physical and human systems affects current conditions on Earth.

SS.C.2.3.7 understand current issues involving rights that affect local, national, or international political, social, and economic systems.

SS.D.1.3.1 know the options and resources that are available for consumer protection.

SS.D.1.3.2 understand the advantages and disadvantages of various kinds of credit (e.g., credit cards, bank loans, or financing with no payment for 6 months).

7. Evaluate the roles and contributions of women and diverse cultural groups in the political process.

SS.A.5.3.2 understand ways that significant individuals and events influenced economic, social, and political systems in the United States after 1880.

8. Demonstrate understanding of the impact of significant people, ideas, and events on the development of values, traditions, and social, economic, and political institutions in Florida.

SS.A.6.3.1 understand how immigration and settlement patterns have shaped the history of Florida.

SS.A.6.3.2 know the unique geographic and demographic characteristics

that define Florida as a region.

- SS.A.6.3.3 know how the environment of Florida has been modified by the values, traditions, and actions of various groups who have inhabited the state.
- SS.A.6.3.4 understand how the interactions of societies and cultures have influenced Florida's history.
- SS.A.6.3.5 understand how Florida has allocated and used resources and the consequences of those economic decisions.

9. Apply research, study, critical-thinking, and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

(**Note:** In this course, students will have opportunities to apply skills described in language arts and mathematics benchmarks that pertain to this requirement.)

Listed below are the competencies that must be met to satisfy the requirements of (Section 1003.4156, Florida Statutes):

Understanding the Workplace

- 1.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
- 2.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 3.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
- 4.0 Appraise how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

Self- Awareness

- 5.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
- 6.0 Identify five values that they consider important in making a career choice.
- 7.0 Identify skills needed for career choices and match to personal abilities.
- 8.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
- 9.0 Identify strengths and areas in which assistance is needed at school.
- 10.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

Exploring Careers

- 29.0 Demonstrate the ability to locate, understand, and use career information.
- 30.0 Use the Internet to access career and education planning information.

- 31.0 Identify skills that are transferable from one occupation to another.
- 32.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/ training requirements.
- 33.0 Explain the relationship between educational achievement and career success.

Goal Setting and Decision-Making

- 16.0 Identify and demonstrate use of steps to make career decisions.
- 17.0 Identify and demonstrate processes for making short and long term goals.

Workplace Skills

- 18.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.
- 19.0 Demonstrate skills to interact positively with others.
- 20.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.

Career and Education Planning

- 21.0 Identify secondary and postsecondary school courses and major areas of interest that meet tentative career plans.
- 22.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.
- 23.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.
- 24.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.
- 25.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.
- 26.0 Describe how extracurricular programs can be incorporated in career and education planning.
- 27.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.
- 28.0 Describe high school credits and explain how GPAs are calculated.

Job Search

- 31.0 Demonstrate skills to complete a job application.
- 32.0 Demonstrate skills essential for a job interview.

Florida Department of Education
COURSE DESCRIPTION – GRADES 6-8

Subject Area: Physical education
Course Number: 1501035
Course Title: M/J Striking with the Body & Career Planning
Course Length: 1 Semester

- A. Major Concepts/Content. The purpose of this course is to enable students to develop competence in skills related to striking objects with the body; apply this knowledge and skill in games, sports, gymnastics, dance, and individual activities; and maintain or improve health-related fitness.

The content should include, but not be limited to, the following:

- safety practices
- mechanical principles
- movement concepts
- skills related to striking objects with the body
- health
- related components of fitness
- physiological principles related to exercise and training
- implementation of fitness activities
- fitness assessment
- critical thinking skills
- appropriate social and personal behavior
- personal hygiene
- career opportunities and community resources
- connections between physical education and other subject areas

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. **Special Note.** This course is designed for one semester.
[The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.](#)

*The information highlighted in blue is new to this course and allows districts to integrate the middle school Career Exploration and Decision Making course as required by Section 1003.4156, Florida Statutes.

Enrollment in physical education classes should be consistent with the requirements of Title IX of the Education Amendments of 1972 and with the Florida Educational Equity Act.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

- 1. Demonstrate use of safety practices.**
 - PE.A.1.3.4 know basic skills and safety procedures to participate in outdoor sports.
 - PE.B.2.3.1 demonstrate appropriate responses to emergency situations associated with physical activity (e.g., remain calm, keep injured person still, and seek help).
- 2. Demonstrate knowledge of mechanical principles (e.g., balance, force, leverage, motion) related to striking objects with the body.**
 - PE.A.2.3.1 know the various ways in which the body can generate force and the mechanical principles involved (e.g., range of motion and speed that the arm or leg travels).
- 3. Demonstrate use of movement concepts (e.g., body awareness, spatial awareness, physical effort, relationships between moving objects) related to striking objects with the body.**
 - PE.A.2.3.2 know how to apply mature patterns of loco motor, non-loco motor, body-management, throwing, catching, and striking skills while participating in modified versions of team and individual sports.
- 4. Exhibit an improved level of skills related to striking objects of varied characteristics (e.g., shape, size, texture, weight) with the body when involved in games, sports, gymnastics, dance, or individual activities.**
 - PE.A.1.3.1 combine skills competently to participate in a modified version of team and individual sports, demonstrating mature patterns of manipulative skills (e.g., proper catching techniques).
- 5. Demonstrate use of strategies for attacking and defending space in varied activities.**
 - PE.A.1.3.2 use basic offensive and defensive positioning while playing a

- modified version of a sport.
- PE.A.2.3.5 know how to develop game strategies for offensive and defensive play (e.g., the strategies necessary to attack an attended and unattended goal).

6. Demonstrate awareness of health-related components of fitness and their relationship to skills involved in striking objects with the body.

- PE.A.3.3.1 know the potential fitness benefits of various activities.
- PE.B.2.3.2 know the effects of substance abuse on personal health and performance in physical activity.
- PE.C.2.3.1 identify forms of physical activity that provide personal enjoyment.

7. Demonstrate awareness of physiological principles related to exercise and training.

- PE.B.1.3.2 describe and apply the principles of training and conditioning for specific physical activities.
- PE.B.1.3.3 know proper warm-up, conditioning, and cool-down techniques and the reasons for using them.
- PE.B.1.3.4 know the difference between muscular strength and muscular endurance, activities that contribute to the improvement of strength and endurance, and the various types of muscular strength and endurance required to perform different activities.
- PE.B.1.3.5 know how aerobic activity differs from anaerobic activity.
- PE.B.1.3.6 understand the relationships between caloric intake and energy expenditure.
- PE.B.1.3.7 know the various ways to promote mobility in each joint.

8. Exhibit an improved or stable level of health-related fitness.

- PE.B.1.3.10 plan and participate in an individualized fitness program.
- PE.B.1.3.12 achieve and maintain appropriate cardiovascular fitness, flexibility, muscular strength, endurance, and body composition.

9. Demonstrate use of skill- and health-related fitness assessment procedures and interpret results.

- PE.A.3.3.2 know how to use a journal to document the benefits of participation in physical activity as part of an individual wellness plan.
- PE.B.1.3.8 know how to determine recovery heart rate after exercise.
- PE.B.1.3.9 understand and apply formal and informal modes of fitness assessments (e.g., for cardiovascular fitness, a mile walk or run is a formal assessment; walking a flight of stairs is informal).

PE.B.1.3.11 analyze the results of fitness assessments to guide changes in a personal fitness program.

PE.C.2.3.4 know the long-term physiological, psychological, and cultural benefits that may result from regular participation in physical activity.

10. Demonstrate use of critical thinking skills when participating in activities involving striking objects with the body.

PE.C.1.3.1 know how to modify games and activities to allow for participation of students with special needs (e.g., physical disabilities).

11. Demonstrate use of self-discipline and appropriate behavior when participating in activities.

PE.B.2.3.3 understand the difference between compliance and noncompliance with game rules and know the meaning of fair play in age-appropriate activities.

PE.B.2.3.4 resolve interpersonal conflicts with sensitivity to the rights and feelings of others.

1 Demonstrate knowledge of the importance of personal hygiene practices.

2 Identify career opportunities in physical education.

3 Identify available community resources for participation in activities using skills related to striking objects with the body.

PE.A.3.3.3 know what community resources related to fitness are available.

12. Demonstrate knowledge of the connections between physical education and other subject areas.

PE.C.1.3.2 know the contributions that various cultures have made to physical education.

PE.C.2.3.2 recognize the aesthetic and creative aspects of performance.

PE.C.2.3.6 know various ways to use the body and movement activities to communicate ideas and feelings.

Listed below are the competencies that must be met to satisfy the requirements of (Section 1003.4156, Florida Statutes):

Understanding the Workplace

1.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.

2.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.

3.0 Describe the need for career planning, changing careers, and the concept of

- lifelong learning and how they relate to personal fulfillment.
- 4.0 Appraise how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

Self- Awareness

- 5.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
- 6.0 Identify five values that they consider important in making a career choice.
- 7.0 Identify skills needed for career choices and match to personal abilities.
- 8.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
- 9.0 Identify strengths and areas in which assistance is needed at school.
- 10.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

Exploring Careers

- 34.0 Demonstrate the ability to locate, understand, and use career information.
- 35.0 Use the Internet to access career and education planning information.
- 36.0 Identify skills that are transferable from one occupation to another.
- 37.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/ training requirements.
- 38.0 Explain the relationship between educational achievement and career success.

Goal Setting and Decision-Making

- 39.0 Identify and demonstrate use of steps to make career decisions.
- 40.0 Identify and demonstrate processes for making short and long term goals.

Workplace Skills

- 41.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.
- 42.0 Demonstrate skills to interact positively with others.
- 43.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.

Career and Education Planning

- 44.0 Identify secondary and postsecondary school courses and major areas of interest that meet tentative career plans.
- 45.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.

- 46.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.
- 47.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.
- 48.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.
- 49.0 Describe how extracurricular programs can be incorporated in career and education planning.
- 50.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.
- 51.0 Describe high school credits and explain how GPAs are calculated.

Job Search

- 33.0 Demonstrate skills to complete a job application.
- 34.0 Demonstrate skills essential for a job interview.

Florida Department of Education
COURSE DESCRIPTION – GRADES 6-8

Subject Area: Physical education
Course Number: 1501025
Course Title: M/J Throwing and Catching & Career Planning
Course Length: 1 Semester

- A. Major Concepts/Content. The purpose of this course is to enable students to develop competence in throwing and catching skills; apply this knowledge and skill in games, sports, gymnastics, dance, and individual activities; and maintain or improve health-related fitness.

The content should include, but not be limited to, the following:

- safety practices
- mechanical principles
- movement concepts
- throwing and catching skills
- health
- related components of fitness
- physiological principles related to exercise and training
- implementation of fitness activities
- fitness assessment
- critical thinking skills
- appropriate social and personal behavior
- personal hygiene
- career opportunities and community resources
- connections between physical education and other subject areas

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course is designed for one semester. [The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.](#)

*The information highlighted in blue is new to this course and allows districts to integrate the middle school Career Exploration and Decision Making course as required by Section 1003.4156, Florida Statutes.

Enrollment in physical education classes should be consistent with the requirements of Title IX of the Education Amendments of 1972 and with the Florida Educational Equity Act.

- C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

1. Demonstrate use of safety practices.

PE.A.1.3.4 know basic skills and safety procedures to participate in outdoor sports.

PE.B.2.3.1 demonstrate appropriate responses to emergency situations associated with physical activity (e.g., remain calm, keep injured person still, and seek help).

2. Demonstrate knowledge of mechanical principles (e.g., balance, force, leverage, motion) related to throwing and catching.

PE.A.2.3.1 know the various ways in which the body can generate force and the mechanical principles involved (e.g., range of motion and speed that the arm or leg travels).

3. Demonstrate use of movement concepts (e.g., body awareness, spatial awareness, physical effort, relationships between moving objects) in throwing and catching.

PE.A.2.3.2 know how to apply mature patterns of locomotor, non-locomotor, body-management, throwing, catching, and striking skills while participating in modified versions of team and individual sports.

1 Exhibit an improved level of skills related to throwing and catching for distance and accuracy.

2 Exhibit an improved level of skills related to throwing and catching objects of varied characteristics (e.g., shape, size, texture, weight) while stationary and while moving.

PE.A.1.3.1 combine skills competently to participate in a modified version of team and individual sports, demonstrating mature patterns of manipulative skills (e.g., proper catching techniques).

- 6. Demonstrate use of strategies for attacking and defending space in varied activities.**
- PE.A.1.3.2 use basic offensive and defensive positioning while playing a modified version of a sport.
 - PE.A.2.3.5 know how to develop game strategies for offensive and defensive play (e.g., the strategies necessary to attack an attended and unattended goal).
- 7. Demonstrate awareness of health-related components of fitness and their relationship to skills involved in throwing and catching.**
- PE.A.3.3.1 know the potential fitness benefits of various activities.
 - PE.B.2.3.2 know the effects of substance abuse on personal health and performance in physical activity.
 - PE.C.2.3.1 identify forms of physical activity that provide personal enjoyment.
- 8. Demonstrate awareness of physiological principles related to exercise and training.**
- PE.B.1.3.2 describe and apply the principles of training and conditioning for specific physical activities.
 - PE.B.1.3.3 know proper warm-up, conditioning, and cool-down techniques and the reasons for using them.
 - PE.B.1.3.4 know the difference between muscular strength and muscular endurance, activities that contribute to the improvement of strength and endurance, and the various types of muscular strength and endurance required to perform different activities.
 - PE.B.1.3.5 know how aerobic activity differs from anaerobic activity.
 - PE.B.1.3.6 understand the relationships between caloric intake and energy expenditure.
 - PE.B.1.3.7 know the various ways to promote mobility in each joint.
- 9. Exhibit an improved or stable level of health-related fitness.**
- PE.B.1.3.10 plan and participate in an individualized fitness program.
 - PE.B.1.3.12 achieve and maintain appropriate cardiovascular fitness, flexibility, muscular strength, endurance, and body composition.
- 10. Demonstrate use of skill- and health-related fitness assessment procedures and interpret results.**
- PE.A.3.3.2 know how to use a journal to document the benefits of participation in physical activity as part of an individual wellness plan.
 - PE.B.1.3.8 know how to determine recovery heart rate after exercise.
 - PE.B.1.3.9 understand and apply formal and informal modes of fitness

- assessments (e.g., for cardiovascular fitness, a mile walk or run is a formal assessment; walking a flight of stairs is informal).
- PE.B.1.3.11 analyze the results of fitness assessments to guide changes in a personal fitness program.
- PE.C.2.3.4 know the long-term physiological, psychological, and cultural benefits that may result from regular participation in physical activity.
- 11. Demonstrate use of critical thinking skills when participating in games, sports, gymnastics, dance, or individual activities that involve throwing and catching.**
- PE.C.1.3.1 know how to modify games and activities to allow for participation of students with special needs (e.g., physical disabilities).
- 12. Demonstrate use of self-discipline and appropriate behavior when participating in activities.**
- PE.B.2.3.3 understand the difference between compliance and noncompliance with game rules and know the meaning of fair play in age-appropriate activities.
- PE.B.2.3.4 resolve interpersonal conflicts with sensitivity to the rights and feelings of others.
- 1 Demonstrate knowledge of the importance of personal hygiene practices.
- 2 Identify career opportunities in physical education.
- 3 Identify available community resources for participation in activities using throwing and catching skills.
- PE.A.3.3.3 know what community resources related to fitness are available.
- 13. Demonstrate knowledge of the connections between physical education and other subject areas.**
- PE.C.1.3.2 know the contributions that various cultures have made to physical education.
- PE.C.2.3.2 recognize the aesthetic and creative aspects of performance.
- PE.C.2.3.6 know various ways to use the body and movement activities to communicate ideas and feelings.

Listed below are the competencies that must be met to satisfy the requirements of (Section 1003.4156, Florida Statutes):

Understanding the Workplace

- 1.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
- 2.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.

- 3.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
- 4.0 Appraise how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

Self- Awareness

- 5.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
- 6.0 Identify five values that they consider important in making a career choice.
- 7.0 Identify skills needed for career choices and match to personal abilities.
- 8.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
- 9.0 Identify strengths and areas in which assistance is needed at school.
- 10.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

Exploring Careers

- 52.0 Demonstrate the ability to locate, understand, and use career information.
- 53.0 Use the Internet to access career and education planning information.
- 54.0 Identify skills that are transferable from one occupation to another.
- 55.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/ training requirements.
- 56.0 Explain the relationship between educational achievement and career success.

Goal Setting and Decision-Making

- 57.0 Identify and demonstrate use of steps to make career decisions.
- 58.0 Identify and demonstrate processes for making short and long term goals.

Workplace Skills

- 59.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.
- 60.0 Demonstrate skills to interact positively with others.
- 61.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.

Career and Education Planning

- 62.0 Identify secondary and postsecondary school courses and major areas of interest that meet tentative career plans.
- 63.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.

- 64.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.
- 65.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.
- 66.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.
- 67.0 Describe how extracurricular programs can be incorporated in career and education planning.
- 68.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.
- 69.0 Describe high school credits and explain how GPAs are calculated.

Job Search

- 35.0 Demonstrate skills to complete a job application.
- 36.0 Demonstrate skills essential for a job interview.

Florida Department of Education
COURSE DESCRIPTION - GRADES 6-8

Subject Area: Physical Education

Course Number:

Course Title: M/J Comprehensive Physical Education 2 & Career Planning

Course Length: One Semester or the equivalent of one-half a school year

- A. Major Concepts/Content.** The purpose of this course is to develop competence in: (a) physical fitness, (b) body management skills, (c) throwing and catching skills, (d) skills related to striking with the body, (e) skills related to striking with objects, and (f) strategies for physical activities.

The content should include, but not be limited to, the following:

- health and safety practices
- critical thinking skills
- relationships between physical education and other disciplines
- assessment of health
- related fitness
- fitness program design
- components of fitness
- evaluation of physical activities in terms of fitness value
- physiological principles and their application to maintaining and improving health
- related fitness
- contributions of exercise, nutrition, and rest to fitness
- mechanical principles of human movement
- movement concepts of body awareness, spatial awareness, effort qualities, and relationships
- skill improvement
- strategy applications for physical activities
- positive participation in physical education
- community resources
- technology applications
- career opportunities

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

- B. Special Note.** This is not an interscholastic extracurricular activity. This is the second course in a series of three courses (M/J Comprehensive Physical Education 1, 2, and 3) that combine all skills previously included in the following middle/junior high courses: 1501000 (M/J Physical Fitness), 1501010 (M/J Body Management), 1501020 (M/J Throwing and Catching), 1501030 (M/J Striking with the Body), 1501040 (M/J Striking with Objects), and 1501050 (M/J Strategies).

Course requirements and benchmark statements are identical for M/J Comprehensive Physical Education 1 (1501100), 2 (1501110), and 3 (1501120) with [the exception of the career and education planning course competencies have been added to this course](#). In addition, the courses should be implemented using a spiral curriculum approach which addresses the developmental levels and instructional needs of students. All students are expected to demonstrate improved performance in relation to the course requirements for each course. Students should have an opportunity to achieve all benchmarks by the end of the third year.

Enrollment in physical education classes should be consistent with the requirements of Title IX of the Education Amendments of 1972 and with the Florida Educational Equity Act.

[The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.](#)

[*The information highlighted in blue is new to this course and allows districts to integrate the middle school Career Exploration and Decision Making course as required by Section 1003.4156, Florida Statutes.](#)

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

- 1. Demonstrate understanding of health and safety practices related to participation in physical activities.**
 - PE.A.1.3.4 know basic skills and safety procedures to participate in outdoor sports.
 - PE.B.2.3.1 demonstrate appropriate responses to emergency situations associated with physical activity (e.g., remain calm, keep injured person still, and seek help).
 - PE.B.2.3.2 know the effects of substance abuse on personal health and performance in physical activity.
- 2. Apply critical thinking skills to games/sports, gymnastics, dance, and individual and developmental activities.**
 - PE.A.2.3.4 know how to design and refine a routine by combining various movements to music.
 - PE.A.2.3.5 know how to develop game strategies for offensive and

defensive play (e.g., the strategies necessary to attack an attended and unattended goal).

PE.C.1.3.1 know how to modify games and activities to allow for participation of students with special needs (e.g., physical disabilities).

3. Demonstrate understanding of connections between physical education and other areas of the curriculum.

PE.C.1.3.2 know the contributions that various cultures have made to physical education.

4. Assess individual fitness levels.

PE.B.1.3.8 know how to determine recovery heart rate after exercise.

PE.B.1.3.9 understand and apply formal and informal modes of fitness assessments (e.g., for cardiovascular fitness, a mile walk or run is a formal assessment; walking a flight of stairs is informal).

5. Design and implement a fitness plan which meets individual needs and interests.

PE.A.3.3.2 know how to use a journal to document the benefits of participation in physical activity as part of an individual wellness plan.

PE.B.1.3.10 plan and participate in an individualized fitness program.

PE.B.1.3.11 analyze the results of fitness assessments to guide changes in a personal fitness program.

PE.B.1.3.13 explore new ways to achieve activity goals in an individual wellness plan (e.g., walking, in addition to playing a team sport).

PE.C.2.3.1 identify forms of physical activity that provide personal enjoyment.

PE.C.2.3.5 know the ways in which exercising at home can assist in improving physical ability and performance.

6. Demonstrate understanding of physiological principles related to exercise and training.

PE.A.2.3.3 describe the principles of training and conditioning for specific physical activities.

PE.B.1.3.1 know how to sustain an aerobic activity, maintaining target heart rate, to achieve cardiovascular benefits.

PE.B.1.3.2 describe and apply the principles of training and conditioning for specific physical activities.

- PE.B.1.3.3 know proper warm-up, conditioning, and cool-down techniques and the reasons for using them.
- PE.B.1.3.5 know how aerobic activity differs from anaerobic activity.
- PE.B.1.3.7 know the various ways to promote mobility in each joint.

7. Demonstrate understanding of the contributions of exercise, nutrition, and rest to the maintenance of health-related and skill-related components of physical fitness.

- PE.B.1.3.4 know the difference between muscular strength and muscular endurance, activities that contribute to the improvement of strength and endurance, and the various types of muscular strength and endurance required to perform different activities.
- PE.B.1.3.6 understand the relationships between caloric intake and energy expenditure.
- PE.C.2.3.3 understand how a commitment to a wellness plan enhances the quality of life (e.g., leads to positive coping skills, healthy eating habits, and regular physical activity).
- PE.C.2.3.4 know the long-term physiological, psychological, and cultural benefits that may result from regular participation in physical activity.

8. Evaluate physical activities in terms of fitness value.

- PE.A.3.3.1 know the potential fitness benefits of various activities.

9. Exhibit an improved or maintained level of health-related fitness.

- PE.B.1.3.12 achieve and maintain appropriate cardiovascular fitness, flexibility, muscular strength, endurance, and body composition.

10. Apply the mechanical principles of balance, force, leverage, and motion to body-management skills, throwing and catching skills, skills related to striking with the body, and skills related to striking with objects.

- PE.A.1.3.1 combine skills competently to participate in a modified version of team and individual sports, demonstrating mature patterns of manipulative skills (e.g., proper catching techniques).
- PE.A.2.3.1 know the various ways in which the body can generate force and the mechanical principles involved (e.g., range of motion and speed that the arm or leg travels).

11. Apply the movement concepts of body awareness, spatial awareness, effort qualities, and relationships to body-management skills, throwing and catching skills, skills related to striking with the body, and skills related to striking with objects.

- PE.A.1.3.3 design and perform folk and square dance sequences.
- PE.A.2.3.2 know how to apply mature patterns of locomotor, nonlocomotor, body-management throwing, catching, and striking skills while participating in modified versions of team and individual sports.

- PE.A.2.3.4 know how to design and refine a routine by combining various movements to music.
- PE.C.2.3.2 recognize the aesthetic and creative aspects of performance.

- PE.C.2.3.6 know various ways to use the body and movement activities to communicate ideas and feelings.
 1. Apply strategies involved in timed activities for individual or team sports (e.g. swimming, track, cycling) to enhance performance.
 2. Apply offensive and defensive strategies in court, goal, and field games to enhance performance.
- PE.A.1.3.2 use basic offensive and defensive positioning while playing a modified version of a sport.
- PE.A.2.3.5 know how to develop game strategies for offensive and defensive play (e.g., the strategies necessary to attack an attended and unattended goal).

12. Demonstrate social and personal attributes associated with positive participation in physical education.

- PE.B.2.3.3 understand the difference between compliance and noncompliance with game rules and know the meaning of fair play in age-appropriate activities.
- PE.B.2.3.4 resolve interpersonal conflicts with sensitivity to the rights and feelings of others.

13. Identify available community resources that provide opportunities for participation in physical fitness activities and activities that utilize physical skills and strategies in games/sports, gymnastics, dance, and individual and developmental activities.

(Note: Physical skills include body management skills, throwing and catching skills, skills related to striking objects with the body, and skills related to striking with objects.)

- PE.A.3.3.3 know what community resources related to fitness are available.

- 1 Demonstrate understanding of the use of technology applications in physical education.
- 2 Identify career opportunities related to physical fitness and physical education.

Listed below are the competencies that must be met to satisfy the requirements of (Section 1003.4156, Florida Statutes):

Understanding the Workplace

- 1.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
- 2.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 3.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
- 4.0 Appraise how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

Self- Awareness

- 5.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
- 6.0 Identify five values that they consider important in making a career choice.
- 7.0 Identify skills needed for career choices and match to personal abilities.
- 8.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
- 9.0 Identify strengths and areas in which assistance is needed at school.
- 10.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

Exploring Careers

- 70.0 Demonstrate the ability to locate, understand, and use career information.
- 71.0 Use the Internet to access career and education planning information.
- 72.0 Identify skills that are transferable from one occupation to another.
- 73.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/ training requirements.
- 74.0 Explain the relationship between educational achievement and career success.

Goal Setting and Decision-Making

- 75.0 Identify and demonstrate use of steps to make career decisions.
- 76.0 Identify and demonstrate processes for making short and long term goals.

Workplace Skills

- 77.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.
- 78.0 Demonstrate skills to interact positively with others.
- 79.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.

Career and Education Planning

- 80.0 Identify secondary and postsecondary school courses and major areas of interest that meet tentative career plans.
- 81.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.
- 82.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.
- 83.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.
- 84.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.
- 85.0 Describe how extracurricular programs can be incorporated in career and education planning.
- 86.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.
- 87.0 Describe high school credits and explain how GPAs are calculated.

Job Search

- 37.0 Demonstrate skills to complete a job application.
- 38.0 Demonstrate skills essential for a job interview.

Florida Department of Education
COURSE DESCRIPTION - GRADES 6-8

Subject Area: Physical Education
Course Number:
Course Title: M/J Physical Fitness & Career Planning
Course Length: One Semester or the equivalent of one-half a school year

- A. Major Concepts/Content.** The purpose of this course is to enable students to improve physical fitness through participation in games, sports, gymnastics, dance, and individual and developmental activities; and to evaluate physical activities in terms of fitness values.

The content should include, but not be limited to, the following:

- safety practices related to fitness
- physiological principles related to exercise and training
- skill
- related components of physical fitness
- psychological benefits of physical fitness
- health
- related components of physical fitness
- fitness assessment-critical thinking skills
- appropriate social and personal behavior
- personal hygiene
- career opportunities and community resources
- connections between physical education and other subject areas

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

- B. Special Note.** This course is designed for one semester.
The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.

*The information highlighted in blue is new to this course and allows districts to integrate the middle school Career Exploration and Decision Making course as required by Section 1003.4156, Florida Statutes.

Enrollment in physical education classes should be consistent with the requirements of Title IX of the Education Amendments of 1972 and with the Florida Educational Equity Act.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

- 1. Demonstrate use of safety practices.**
 - PE.A.1.3.4 know basic skills and safety procedures to participate in outdoor sports.
 - PE.B.2.3.1 demonstrate appropriate responses to emergency situations associated with physical activity (e.g., remain calm, keep injured person still, and seek help).

- 2. Demonstrate knowledge of physiological principles related to exercise and training.**
 - PE.B.1.3.1 know how to sustain an aerobic activity, maintaining target heart rate, to achieve cardiovascular benefits.
 - PE.B.1.3.3 know proper warm-up, conditioning, and cool-down techniques and the reasons for using them.
 - PE.B.1.3.5 know how aerobic activity differs from anaerobic activity.
 - PE.B.1.3.6 understand the relationships between caloric intake and energy expenditure.
 - PE.B.1.3.7 know the various ways to promote mobility in each joint.

- 3. Demonstrate knowledge of skill-related components of physical fitness.**
 - PE.A.2.3.1 know the various ways in which the body can generate force and the mechanical principles involved (e.g., range of motion and speed that the arm or leg travels).
 - PE.A.2.3.2 know how to apply mature patterns of locomotor, nonlocomotor, body-management, throwing, catching, and striking skills while participating in modified versions of team and individual sports.
 - PE.A.2.3.3 describe the principles of training and conditioning for specific physical activities.
 - PE.A.3.3.1 know the potential fitness benefits of various activities.
 - PE.B.1.3.2 describe and apply the principles of training and conditioning for specific physical activities.
 - PE.B.1.3.4 know the difference between muscular strength and muscular

endurance, activities that contribute to the improvement of strength and endurance, and the various types of muscular strength and endurance required to perform different activities.

1. Demonstrate awareness of the positive correlation between physical fitness and self-image.
2. Demonstrate awareness of the contributions of exercise, nutrition, and rest to the maintenance of health-related fitness.

PE.B.2.3.2 know the effects of substance abuse on personal health and performance in physical activity.

PE.C.2.3.3 understand how a commitment to a wellness plan enhances the quality of life (e.g., leads to positive coping skills, healthy eating habits, and regular physical activity).

PE.C.2.3.4 know the long-term physiological, psychological, and cultural benefits that may result from regular participation in physical activity.

4. Demonstrate use of skill- and health-related fitness assessment procedures and interpret results.

PE.A.3.3.2 know how to use a journal to document the benefits of participation in physical activity as part of an individual wellness plan.

PE.B.1.3.8 know how to determine recovery heart rate after exercise.

PE.B.1.3.9 understand and apply formal and informal modes of fitness assessments (e.g., for cardiovascular fitness, a mile walk or run is a formal assessment; walking a flight of stairs is informal).

PE.B.1.3.11 analyze the results of fitness assessments to guide changes in a personal fitness program.

5. Exhibit an improved or stable level of physical fitness.

PE.B.1.3.10 plan and participate in an individualized fitness program.

PE.B.1.3.12 achieve and maintain appropriate cardiovascular fitness, flexibility, muscular strength, endurance, and body composition.

PE.B.1.3.13 explore new ways to achieve activity goals in an individual wellness plan (e.g., walking, in addition to playing a team sport).

PE.C.2.3.5 know the ways in which exercising at home can assist in improving physical ability and performance.

6. Demonstrate use of critical thinking skills when participating in physical fitness activities.

PE.A.2.3.4 know how to design and refine a routine by combining various movements to music.

7. Demonstrate use of self-discipline and appropriate behavior.

PE.B.2.3.3 understand the difference between compliance and noncompliance with game rules and know the meaning of fair

- play in age-appropriate activities.
- PE.B.2.3.4 resolve interpersonal conflicts with sensitivity to the rights and feelings of others.
1. Demonstrate knowledge of the importance of personal hygiene practices.
 2. Identify career opportunities related to physical fitness.
 3. Identify available community resources for participation in physical fitness activities.
- PE.A.3.3.3 know what community resources related to fitness are available.

8. Demonstrate knowledge of the connections between physical education and other subject areas.

- PE.C.1.3.2 know the contributions that various cultures have made to physical education.
- PE.C.2.3.2 recognize the aesthetic and creative aspects of performance.

Listed below are the competencies that must be met to satisfy the requirements of (Section 1003.4156, Florida Statutes):

Understanding the Workplace

- 1.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
- 2.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 3.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
- 4.0 Appraise how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

Self- Awareness

- 5.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
- 6.0 Identify five values that they consider important in making a career choice.
- 7.0 Identify skills needed for career choices and match to personal abilities.
- 8.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
- 9.0 Identify strengths and areas in which assistance is needed at school.
- 10.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

Exploring Careers

- 88.0 Demonstrate the ability to locate, understand, and use career information.

- 89.0 Use the Internet to access career and education planning information.
- 90.0 Identify skills that are transferable from one occupation to another.
- 91.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/ training requirements.
- 92.0 Explain the relationship between educational achievement and career success.

Goal Setting and Decision-Making

- 93.0 Identify and demonstrate use of steps to make career decisions.
- 94.0 Identify and demonstrate processes for making short and long term goals.

Workplace Skills

- 95.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.
- 96.0 Demonstrate skills to interact positively with others.
- 97.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.

Career and Education Planning

- 98.0 Identify secondary and postsecondary school courses and major areas of interest that meet tentative career plans.
- 99.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.
- 100.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.
- 101.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.
- 102.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.
- 103.0 Describe how extracurricular programs can be incorporated in career and education planning.
- 104.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.
- 105.0 Describe high school credits and explain how GPAs are calculated.

Job Search

- 39.0 Demonstrate skills to complete a job application.
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