



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org

# Florida Social Studies Supervisor Meeting May 24, 2018 – Virtual

Michael DiPierro, Social Studies Education Specialist  
Bureau of Standards and Instructional Support  
*Student Success Is Our STANDARD*  
Division of Public Schools  
Florida Department of Education  
850-245-9773 – [Michael.DiPierro@fldoe.org](mailto:Michael.DiPierro@fldoe.org)

May 24, 2018

# SS.912.A.2.1

Review causes and consequences of the Civil War.

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<b>Subject Area:</b> Social Studies	<b>Grade:</b> 912
<b>Strand:</b> American History	
<b>Standard:</b> <a href="#">Understand the causes, course, and consequences of the Civil War and Reconstruction and its effects on the American people.</a>	<b>Date Adopted or Revised:</b> 02/14
<b>Status:</b> State Board Approved	

15  
Related Courses



3  
Access Points







## Remarks/Examples

Examples may include, but are not limited to, slavery, states' rights, territorial claims, abolitionist movement, regional differences, Reconstruction, 13th, 14th, and 15th amendments.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is assessed view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

**Related Resources**

33  
Total Resources

-  10 Tutorials
-  7 Video/Audio/Animations
-  6 Lesson Plans
-  5 Original Tutorials



# Elementary Education Certification and M/J US History and M/J US History Advanced

The Commissioner has approved the addition of the Elementary Education certification to M/J US History and M/J US History Advanced starting with the 2018-2019 Course Code Directory (CCD).

2018-2019 Course Directory – Adopted by the State Board of Education on March 27, 2018 <http://www.fldoe.org/policy/articulation/ccd/2018-2019-course-directory.shtml>

## Considerations if offering middle grades USH in grade 6:

- Sixth graders may be asked to master standards written at an eighth grade level. Struggling students in particular will find this difficult.
- Students completing M/J US History (effectually the first half of US History) may then likely not complete the high school US History course (effectually the second half of US History) for a full five years. All students will have difficulty activating prior knowledge in this scenario, particularly struggling students.

2100010\* M/J US HIST  
M/J United States History

2/Y

HISTORY	@1	MG SOC SCI	C
MGIC	?C	SOCIAL SCI	1
ELEM ED	K @3		



# HB 29 Military and Veterans Affairs

Creates s. 683.147, F.S., Medal of Honor Day, to:

- Establish March 25 of each year as “Medal of Honor Day.”
- Allow the governor to annually issue a proclamation designating March 25 as Medal of Honor Day and encouraging public officials, schools, private organizations and all residents of the state to commemorate Medal of Honor Day and honor recipients of the Congressional Medal of Honor.

Effective Date: July 1, 2018

2018 legislative review book of bill summaries

<http://www.fldoe.org/core/fileparse.php/7749/urlt/LegisReviewBook18.pdf>

In addition to the creating s. 683.147, F.S., Medal of Honor Day, [HB 29](#); amends s. [1003.42](#), F.S., - Required Instruction (see line 1924):

- (t) In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Medal of Honor Day, Veterans' Day, and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans and Medal of Honor recipients when practicable.

# Memorial Day 2018 - Monday, May 28

Week Ending November 17, 2017



## Pompano Beach High School Holds Annual Fallen Heroes Ceremony

The Pompano Beach High School Army JROTC held the annual Fallen Heroes Ceremony as part of their Veterans Day observance and tribute to veterans, fallen heroes and their families. The special ceremony included a display of 6,902 flags on the campus lawn, representing service members lost since the beginning of the War on Terrorism. The four Special Forces recently killed in Niger were also remembered at this year's ceremony. Veterans and current service members were recognized and honored during the ceremony.

[http://browardschools.com/News-And-Events/Friday-Focus/Week-Ending-November-17,-2017-\(2\)#.WhLkjqJryUm](http://browardschools.com/News-And-Events/Friday-Focus/Week-Ending-November-17,-2017-(2)#.WhLkjqJryUm)



## September 2018

- Section [683.1455](#), Florida Statutes (F.S.), designates the month of September annually as “American Founders' Month.” Section [1003.44](#), F.S., encourages public schools to coordinate instruction at all grade levels related to the nation’s founding fathers.
- Section [1003.421](#), F.S., states that the last full week of classes in September shall be recognized in public schools as Celebrate Freedom Week.
- [Constitution Day](#) public educational institutions receiving federal funds teach about the Constitution on September 17 each year.
- September 15 to October 15 is National [Hispanic Heritage Month](#).



# End-of-Course (EOC) Assessments

- NGSSS End-of-Course Assessments Fact Sheet
- Test Item Specifications
- Assessment Results

Home | Accountability | Assessments | K-12 Student Assessment | End-of-Course (EOC) Assessments

## END-OF-COURSE (EOC) ASSESSMENTS

ACCESS for ELLs 2.0

Assessment Schedules

Assessments & Publications  
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## End-of-Course (EOC) Assessments

EOC assessments are computer-based, criterion-referenced assessments that measure the [Florida Standards \(FS\)](#) or the [Next Generation Sunshine State Standards \(NGSSS\)](#) for specific courses, as outlined in their course descriptions. In 2011, Algebra 1 (NGSSS) was the first course to undergo the implementation of a statewide EOC assessment. Over the next few years, it was followed by Biology 1, Geometry, U.S. History, and Civics, all of which are aligned to the NGSSS.

Beginning in 2014-15, assessments aligned to the Florida Standards replaced assessments aligned to the Next Generation Sunshine State Standards in mathematics and English language arts (formerly reading and writing). The NGSSS Algebra 1 and Geometry assessments were replaced by [Florida Standards Assessments \(FSA\)](#) in these subjects. The NGSSS Algebra 1 Retake EOC was administered for the final time in Summer 2017. All students completing applicable Algebra 1 or Geometry courses in 2014-15 and beyond will take the FSA End-of-Course Assessment.

The science and social studies NGSSS-aligned EOC assessments – Biology 1, Civics, and U.S. History – will continue to be administered for students completing applicable courses.

<http://www.fldoe.org/accountability/assessments/k-12-student-assessment/end-of-course-eoc-assessments/>

# Graduation Requirements Academic Advisement Flyer

## Students Entering Grade Nine in the 2014-2015 School Year and Forward Academic Advisement Flyer—What Students and Parents Need to Know

### What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit option
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

### What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 English Language Arts or a concordant score
- Algebra I end-of-course (EOC); the results constitute 30 percent of the final course grade\* or a comparative score.

Refer to [Graduation Requirements for Florida's Statewide Assessments](#) for concordant and comparative scores.

Students must participate in the EOC assessments; the results constitute 30 percent of the final course grade\*. These assessments are in the following subjects:

- Biology I
- U.S. History
- Geometry

\*Special note: Thirty percent not applicable if not enrolled in the course but passed the EOC.

### What is the credit acceleration program (CAP)?

This program allows a student to earn high school credit if the student passes an Advanced Placement (AP) examination, a College Level Examination Program (CLEP) or a statewide

### What are the requirements for the 24-credit standard diploma option?

#### 4 Credits English Language Arts (ELA)

- ELA I, II, III, IV
- ELA honors, AP, AICE, IB and dual enrollment courses may satisfy this requirement.

#### 4 Credits Mathematics

- One of which must be Algebra I and one of which must be Geometry.
- Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry).

#### 3 Credits Science

- One of which must be Biology I, two of which must be equally rigorous science courses.
- Two of the three required credits must have a laboratory component.
- An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I).
- An identified rigorous computer science course with a related industry certification substitutes for up to one science credit (except for Biology I).

#### 3 Credits Social Studies

- 1 credit in World History
- 1 credit in U.S. History
- 0.5 credit in U.S. Government
- 0.5 credit in Economics with Financial Literacy

<http://www.fldoe.org/academics/graduation-requirements/>



# Dual Enrollment Equivalency List

## SOCIAL STUDIES

Social studies requirements for high school graduation in Florida are prescribed by statute. Unless indicated on the list below, all college social science courses taken through dual enrollment receive elective credit.

*United States History.* Faculty reviewers have determined that the content in the sequence of AMH x010 and AMH x020 is comparable to the standards for United States History and therefore may be used as preparation for the associated End-of-Course (EOC) assessment. For any other AMH course or set of courses taken through dual enrollment, the school district and postsecondary institution may determine if that course or set of courses may be used as preparation for the U.S. History EOC. The AMH courses on this list, or those designated by the school district, may each satisfy 0.5 U.S. History credits toward high school graduation.

*Economics.* Section 1003.4282(3)(d), FS, requires one-half credit in economics, which must include financial literacy. The district and college will determine if the local postsecondary economics course meets this requirement.

POSTSECONDARY COURSE COMPLETED THROUGH DUAL ENROLLMENT				HIGH SCHOOL GRADUATION SUBJECT REQUIREMENT SATISFIED	HIGH SCHOOL CREDIT AWARDED
AMH	X	010	Introductory Survey To 1877	Social Studies: United States History (EOC)	0.5
AMH	X	011	Introductory Survey To 1877: Honors	Social Studies: United States History (EOC)	0.5
AMH	X	020	Introductory Survey Since 1877	Social Studies: United States History	0.5
AMH	X	041	Survey of the American Experience I	Social Studies: United States History	0.5
AMH	X	042	Survey of Social and Cultural History Since 1865	Social Studies: United States History	0.5
AMH	X	050	Survey of the American Experience II	Social Studies: United States History	0.5
POS	X	041	American Government I	Social Studies: United States Government	0.5
POS	X	042	American Government	Social Studies: United States Government	0.5
POS	X	049	American Government	Social Studies: United States Government	0.5
POS	X	050	American Government 1, Honors	Social Studies: United States Government	0.5
WOH	X	001	World Civilization	Social Studies: World History	0.5
WOH	X	012	World History To 1500	Social Studies: World History	0.5
WOH	X	022	World History 1500 To Present	Social Studies: World History	0.5
WOH	X	023	Modern World History	Social Studies: World History	0.5
WOH	X	030	World History Since 1815	Social Studies: World History	0.5

<http://www.fldoe.org/schools/higher-ed/fl-college-system/academic-student-affairs/dual-enrollment.stml>

## School Counseling Consultant

Andrew Weatherill, M.S.

Secondary School Counseling Consultant

[Student Support Services Project/USF](#)

Bureau of Exceptional Education and Student  
Services

Florida Department of Education

850-245-7840

[weatherilla@usf.edu](mailto:weatherilla@usf.edu) < Edit - make sure you have this  
email address.



*Tampering with history: Adapting primary sources for struggling readers* Professional Learning Activity  
Article Source: [Tampering with history: Adapting primary sources for struggling readers](#) by Sam Wineburg  
and Daisy Martin (2009) in *Social Education*, 73(5), 212-216.

Professional Learning Goal: Explain how adapting primary sources can support student learning in social studies classrooms.

#### Before Reading

The authors claim that "In order for students to become fluent readers they must be exposed to the broad array of nonfiction genres contained in the documentary record."

1. What does this claim mean to you?
2. How does this claim relate to social studies education?

#### During Reading

As you read annotate the text using the following text codes:

- A – for adaptations to primary sources that may support struggling readers
- B – for benefits of using primary sources in social studies education
- C – for challenges of using primary sources in social studies education

For more information on the text coding strategy read [Developing Codes for Text-Marking](#) and view the FLDOE Text Coding in Social Studies [webinar](#).

#### After Reading

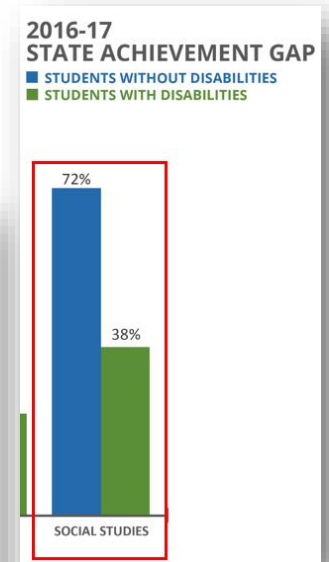
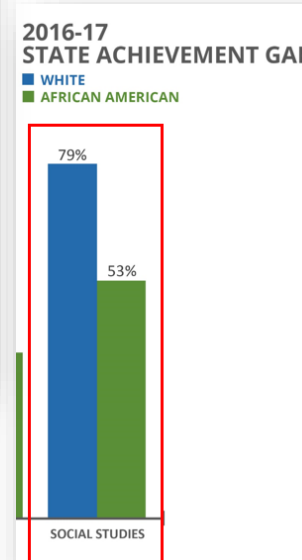
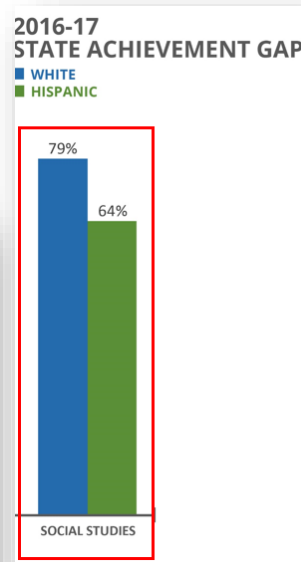
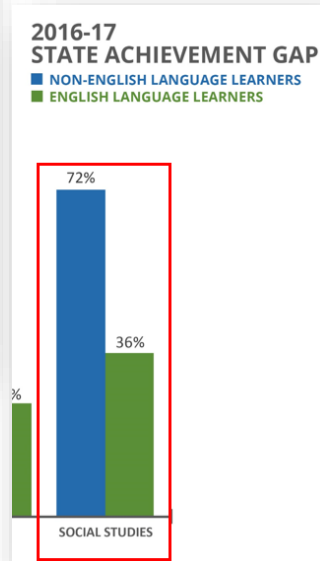
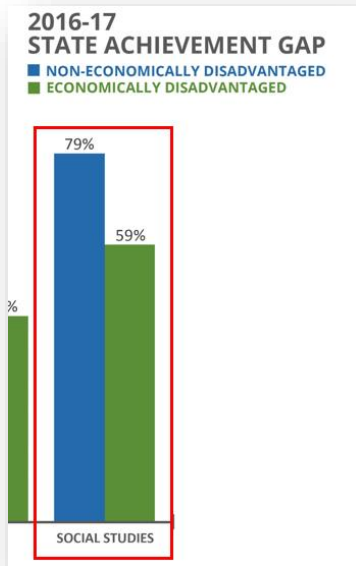
1. Think how the recommendations presented by Sam Wineburg and Daisy Martin can support student learning.
2. Select a primary source that aligns to your course standards and adapt it to best meet the needs of your learners.
3. Use the adapted primary source with your students.
4. Reflect on the benefits and challenges of using the adapted source with your students.

# Tampering with History: Adapting Primary Sources for Struggling Readers

## Sam Wineburg and Daisy Martin (2009)

# Achievement Gap Data

- How has achievement gap data impacted your work?

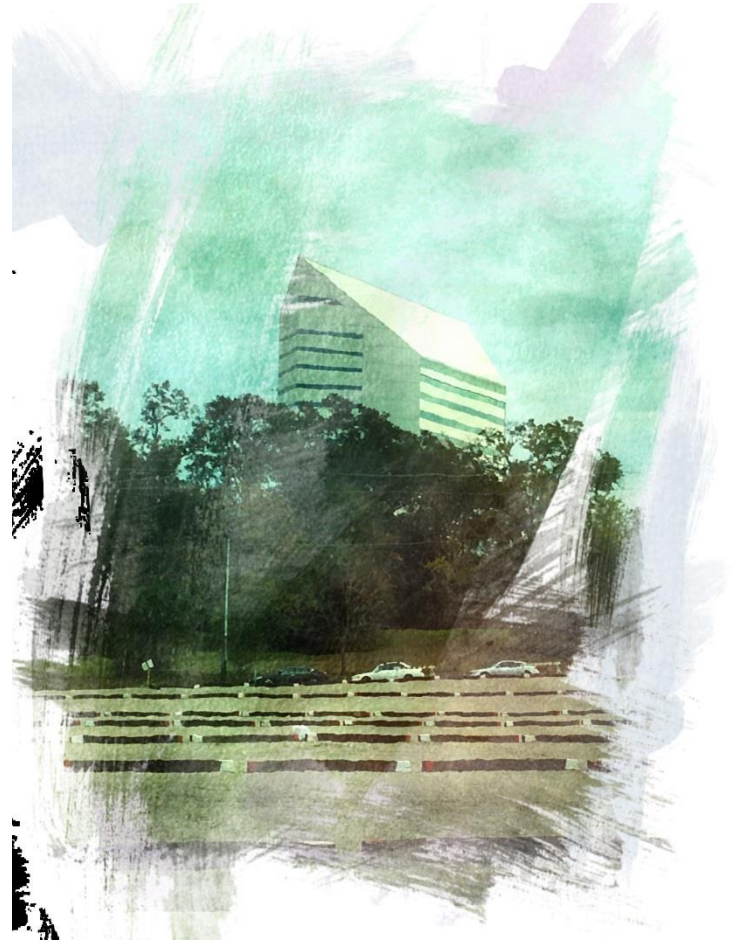


# Questions



# Contact Information

Michael DiPierro  
Social Studies Education Specialist  
Bureau of Standards and Instructional Support  
Division of Public Schools  
850-245-9773 - [Michael.DiPierro@fldoe.org](mailto:Michael.DiPierro@fldoe.org)  
BSIS Contacts:  
<http://www.fldoe.org/academics/standards/staff-contacts.shtml>







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